



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCSE
In Psychology (5PS01)
Paper 1

edexcel 

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017

Publications Code 5PS01_01_1706_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Unit 1: Perception and Dreaming

Topic A: How do we see our world?

Question Number	Answer	Mark
1	D To find out whether context affects perception.	AO1=1 (1)

Question Number	Answer	Mark
2	B The participants saw the pictures for the same length of time.	AO2=1 (1)

Question Number	Answer	Mark
3	B A depth cue that uses two eyes.	AO1=1 (1)

Question Number	Answer	Mark
4	B We understand objects through relationships between elements.	AO1=1 (1)

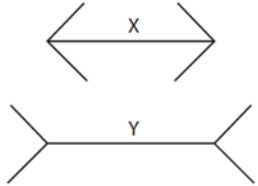
Question Number	Answer	Mark
5	D similarity	AO2=1 (1)

Question Number	Answer	Mark
6	C continuity	AO2=1 (1)

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

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

Question Number	Answer	Mark
9	A repeated measures D independent groups	AO3=2 (2)

Question Number	Answer	Mark
10a	<p>1 mark per valid point/elaboration.</p> <p>Gregory says we interpret 2D stimuli\pictures\images\ (distortion) illusions etc as if they were 3D/eq; we use (monocular) cues to depth in the figure / the fins create depth/eq; in X the fins look as if they are going away from us; in Y the fins look as if they are coming towards us/eq; so we see the central line in X as closer; the central line in Y as further away/eq; because of linear perspective/eq; so we scale the central line down in X /so it looks smaller/eq; (ORA for Y) so we scale the central line up in Y (so it looks bigger); using size constancy; line X looks like the outside of a building/eq; so we scale it down (because it is near) /eq; line Y looks like the inside of a building/eq; so we scale it up (because it is far away) /eq;</p>	 <p>AO1=4 (4)</p>

Question Number	Answer	Mark
10b	<p>1 mark per valid point. Both points must relate to different weaknesses.</p> <p>it can only explain distortion illusions (well); it does not explain ambiguous figures it does not explain fictions (well) /eq; the Gestalt theory explains ambiguous figures better using figure ground/closure/eq; it cannot explain the circles version of the Müller-Lyer illusion (when circles do not act as cues to depth) /eq;</p>	<p>AO2= 2</p> <p>(2)</p>

Question Number	Answer	Mark
11	<p>1 mark for each cue named (max 3). This does <u>not</u> have to be linked to the text.</p> <p>1 mark for each explanation <u>related to what Kelly can see</u></p> <p><i>In the distance the hedgerows seem to come together.</i> linear perspective; (name mark) the lines of the hedgerows are far apart beside Kelly and get closer together further away/eq;</p> <p><i>There is a post box on the roadside in front of a wall. Kelly can only see some of the bricks in the wall.</i> superposition; (name mark) the post box overlaps some of the wall showing it is closer than the wall/eq;</p>	<p>AO1= 3 AO2= 3</p> <p>(6)</p>

As Kelly looks up the road, there is a line of trees. The closest tree is making a big image on Kelly's retina, and each tree that is further away makes a smaller image.

relative size; (name mark)

the trees making a big image are close, the ones making a small image are further away/eq;

There is gravel on the road. Kelly can see individual stones when looking at them in front of her but not when looking further away.

texture gradient; (name mark)


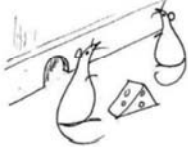


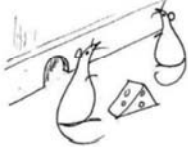


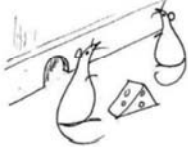

things look more blurry in the distance so the stones are only clear close up/eq;

Kelly looks out towards the sea. She can see some boats close to the shore which are lower down in the scene than the boats in the distance.


height in the plane; (name mark)

boats far away look closer to the horizon / in this case higher up/eq;

so the nearby boats look lower / the far away boats look higher/eq;

Question Number	Answer	Mark												
12a	<table border="1" data-bbox="480 360 1145 1059"> <thead> <tr> <th data-bbox="480 360 635 416">List 1</th> <th data-bbox="635 360 991 416">Scene</th> <th data-bbox="991 360 1145 416">List 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 416 635 656">house</td> <td data-bbox="635 416 991 656">  <p data-bbox="772 629 852 651">Picture A</p> </td> <td data-bbox="991 416 1145 656">smoke</td> </tr> <tr> <td data-bbox="480 656 635 873">mice</td> <td data-bbox="635 656 991 873">  <p data-bbox="772 842 852 864">Picture B</p> </td> <td data-bbox="991 656 1145 873">hole</td> </tr> <tr> <td data-bbox="480 873 635 1059"></td> <td data-bbox="635 873 991 1059">  <p data-bbox="772 1025 852 1048">Picture C</p> </td> <td data-bbox="991 873 1145 1059"></td> </tr> </tbody> </table> <p data-bbox="772 1077 852 1099">Figure 2</p> <p data-bbox="320 1144 1297 1211">Each word must identify an aspect of the picture (but does not have to identify the list to which it would belong)</p> <p data-bbox="480 1249 783 1283">1 mark per word x 2</p> <p data-bbox="320 1323 1145 1391">eg sign / signpost / bike / pavement / footprint / arrow / car / wheel / window /eq;</p> <p data-bbox="320 1429 1230 1496">The two words must be different but do not have to be well controlled.</p> <p data-bbox="320 1536 523 1570">Accept 'road'.</p> <p data-bbox="320 1608 1254 1740">Only accept single words / first word. However, allow misspelling of single words as two words, such as 'footpath' as 'foot path' or 'signpost' as 'sign post' (but not 'old car')</p>	List 1	Scene	List 2	house	 <p data-bbox="772 629 852 651">Picture A</p>	smoke	mice	 <p data-bbox="772 842 852 864">Picture B</p>	hole		 <p data-bbox="772 1025 852 1048">Picture C</p>		<p data-bbox="1334 327 1430 394">A03=2</p> <p data-bbox="1350 461 1398 495">(2)</p>
List 1	Scene	List 2												
house	 <p data-bbox="772 629 852 651">Picture A</p>	smoke												
mice	 <p data-bbox="772 842 852 864">Picture B</p>	hole												
	 <p data-bbox="772 1025 852 1048">Picture C</p>													

Question Number	Answer	Mark
12b	<p>1 mark for any one sensible suggestion of a variable to control.</p> <p>1 mark for explanation of <u>either how or why</u> it should be controlled.</p> <p>words all equally memorable/eq; using words of the same frequency/not mixing common and unusual words / all with easy spelling/eq;</p> <p>all words the same length/eq; because a six letter word like cheese might be harder to remember than 'hole'/eq;</p> <p>all line drawings/eq; because if some were coloured pictures they might be more memorable/eq;</p> <p>all pictures the same size/eq; because if some were smaller they might be less memorable/eq;</p>	<p>AO3= 2</p> <p>(2)</p>

Question Number	Answer	Mark
12ci	<p>B Groups of participants who saw list 1 or list 2</p> <div style="text-align: center;">  <p>Figure 3</p> </div>	<p>AO3= 1</p> <p>(1)</p>

Question Number	Answer	Mark
12cii	<p>A Mean number of drawings matching the original</p>	<p>AO3= 1</p> <p>(1)</p>

Question Number	Answer	Mark
12d	C taking the smallest score away from the biggest score.	AO3=1 (1)

Question Number	Answer	Mark
12e	<p>1 mark for identifying appropriate problem 1 mark for explaining this problem</p> <p>The time of day that participants were tested differed/eq; some were tested in the morning, others in the afternoon; so might feel more/less awake;</p> <p>The amount of time the participants waited differed/eq; break would be shorter than lunchtime/eq; so would have longer to forget / remember;</p> <p>“which word had affected the drawings the most”; this is subjective / people other than Sarah might interpret it differently;</p> <p>at lunchtime the list 1 and 2 students could have talked; so introduced demand characteristics / might have worked out the aim;</p> <p>it’s an independent groups design; so there may be individual differences in memory / knowledge of words;</p> <p>there was no control group; so you couldn’t tell if the drawings would be biased event without labels; eg picture B might always be drawn with big holes in;</p> <p>“Sarah could only use two classes” so sample could be small; Classes could be unique so findings would not generalise; Classes could be very different so confound the results;</p> <p>Only Sarah did the judging; She could be biased/subjective (in her interpretation);</p>	AO3=2 (2)

Question Number	Answer	Mark
13	C More older than younger boys will have resolved the Oedipus conflict and will dream less about unconscious love for their mothers.	AO3=1 (1)

Question Number	Answer	Mark
14	D The dreams of the boys.	AO3=1 (1)

Question Number	Answer	Mark
15	B A bigger sample will improve reliability.	AO2=1 (1)

Question Number	Answer	Mark
16	A Avoid becoming attached to the participant.	AO3=1 (1)

Question Number	Answer	Mark
17	B only using one participant.	AO3=1 (1)

Question Number	Answer	Mark
18	C Several times a week.	AO1=1 (1)

Question Number	Answer	Mark
19	C discussing problems he is having with his clients with a qualified psychoanalyst.	AO1=1 (1)

Question Number	Answer	Mark
20	D Being non-judgmental E Being patient	AO1=2 (2)

Question Number	Answer	Mark
21	C To protect participants.	AO3=1 (1)

Question Number	Answer	Mark																																									
22	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Definitions</th> <th colspan="5">Ethical guidelines</th> </tr> <tr> <th colspan="5">Mark only one box in each row</th> </tr> <tr> <th></th> <th>informed consent</th> <th>right to withdraw</th> <th>debrief</th> <th>privacy</th> <th>confidentiality</th> </tr> </thead> <tbody> <tr> <td>Letting participants go if they do not want to be part of the study</td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Making sure that participants understand the study and agree to participate</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Keeping the participants' data anonymous and safe</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Not invading participants' personal space or thoughts</td> <td></td> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> </tbody> </table>	Definitions	Ethical guidelines					Mark only one box in each row						informed consent	right to withdraw	debrief	privacy	confidentiality	Letting participants go if they do not want to be part of the study		X				Making sure that participants understand the study and agree to participate	X					Keeping the participants' data anonymous and safe					X	Not invading participants' personal space or thoughts				X		AO3=4 (4)
Definitions	Ethical guidelines																																										
	Mark only one box in each row																																										
	informed consent	right to withdraw	debrief	privacy	confidentiality																																						
Letting participants go if they do not want to be part of the study		X																																									
Making sure that participants understand the study and agree to participate	X																																										
Keeping the participants' data anonymous and safe					X																																						
Not invading participants' personal space or thoughts				X																																							

Question Number	Answer	Mark
23a	dream sleep/ sleep when dreams happen/eq; NB Do not accept 'rapid eye movement sleep' or any rewording of this (as this is repeating the question)	AO1=1 (1)

Question Number	Answer	Mark
23b	Acting out your dreams / lack of suppression of movement during dreaming\REM sleep / absence of movement inhibition/eq;	AO1=1 (1)

Question Number	Answer	Mark
23c	open (ended) questions; ones which ask for descriptive\detailed answers/eq; NB Do not credit examples	AO3=1 (1)

Question Number	Answer	Mark
23di	movement inhibition (not working); motor blockade (not working); which stop the instructions to muscles/produces paralysis eq;	AO1=2 (2)

Question Number	Answer	Mark
23dii	<p>2 marks max for 1 strength (max 1 strength) 2 marks per weakness (max 1 weakness)</p> <p><i>strengths</i> it has supporting evidence from laboratory experiments/ EEG; which is valid/ objective/ biological/ scientific/ reliable eq;</p> <p>supporting evidence from animal experiments can be well controlled / can do tests that can't be done on people (eg lesioning) /eq;</p> <p>it explains why dreams appear to be muddled / meaningless/eq; because of random activation;</p> <p><i>weaknesses</i> evidence comes from cats; so might not generalise to humans;</p> <p>We dream about recent things; suggesting dreams are not all random/eq;</p> <p>In lucid dreaming we can control our dreams; so they aren't random/eq;</p> <p>Recurring dreams exist; so activation of memories cannot be random/eq;</p> <p>Children (under 5 years old) have few dreams but normal REM sleep (so the two aren't necessarily linked) /eq;</p> <p>Unethical to use animals / cats because experiments could cause distress; Eg because they need to be restrained;</p>	<p>AO2=4</p> <p>(4)</p>

Question Number	Answer	Mark
24ai	<ul style="list-style-type: none"> • <i>displacement</i> <p>something unimportant in the dream is made central / attention is shifted away from the key latent content/eq;</p>	AO1 = 1 (1)

Question Number	Answer	Mark
24aii	<ul style="list-style-type: none"> • <i>condensation</i> <p>two\many ideas from the unconscious\latent content are represented by one dream symbol/eq;</p>	AO1 = 1 (1)

Question Number	Answer	Mark
24aiii	<ul style="list-style-type: none"> • <i>secondary elaboration</i> <p>building up the dream story with additional ideas (that are not part of the latent content) /eq;</p>	AO1 = 1 (1)

Question Number	Answer	Mark
24b	<p>1 mark per valid point which relates a term to the dream. Each mark must be for a <u>different</u> term.</p> <p><i>displacement</i> the guitar is minor in the dream but important in real life; frogs / clothes displace the guitar /eq; the shopping/shop windows displace the attacking dog;</p> <p><i>condensation</i> two teachers become one dog; the big music teacher and art teacher's glasses become the dog /eq;</p> <p><i>secondary elaboration:</i> shops / windows / frogs / clothes /eq;</p>	AO2 = 3 (3)

