

Write your name here

Surname

Other names

**Pearson**  
**Edexcel GCSE**

Centre Number

--	--	--	--	--	--

Candidate Number

--	--	--	--	--

# Psychology

## Unit 1: Perception and Dreaming

Monday 6 June 2016 – Afternoon  
**Time: 1 hour 15 minutes**

Paper Reference

**5PS01/01**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

P46508A

©2016 Pearson Education Ltd.

1/1/1/1/1/1



**PEARSON**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .

TOPIC A: How do we see our world?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic A.

Choose ONE option from each multiple choice question list unless otherwise indicated.

1 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.

(3)

Statements	Parts of the visual system		
	Optic nerve	Retina	Visual cortex
The part that interprets electrical activity in neurons so that Bill understands that he is seeing a car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The part that sends impulses about the image of the car to the brain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The part that detects an image of the car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) 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.

(1)

First part

.....



Second part

.....



Third part

.....

(Total for Question 1 = 4 marks)



- 2 Draw a line to match the name of each depth cue to its correct definition. One has been done for you.

### Depth cues

Superimposition
Height in the plane
Linear perspective
<b>Texture gradient</b>

### Definitions

Parallel lines seem to come together in the distance.
Things which are closer hide parts of things that are further away.
Things which are further away seem closer to the horizon.
<b>Fine patterns are less clear in the distance.</b>

(Total for Question 2 = 3 marks)

- 3 Carla is looking at some visual illusions.

Identify which type of illusion is being described in question 3 (a), (b) and (c).

Use each type of illusion only once.

#### Types of illusion

- A** Distortion
- B** Ambiguous figure
- C** After effect

- (a) 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.

(1)

- A**
- B**
- C**

- (b) 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.

(1)

- A**
- B**
- C**



(c) 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.

(1)

- A
- B
- C

**(Total for Question 3 = 3 marks)**

**4** Gregory's perspective theory of illusions explains that we perceive flat objects as if they were three dimensional.

Outline **one** weakness of this theory.

.....

.....

.....

**(Total for Question 4 = 1 mark)**



5 In the picture in part (a), examples of the following five Gestalt laws can be seen:

- similarity (this one has been done for you)
- closure
- proximity
- continuity
- figure-ground.

(a) 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.

(4)

(i) Name of Gestalt law

.....

.....

(ii) Name of Gestalt law

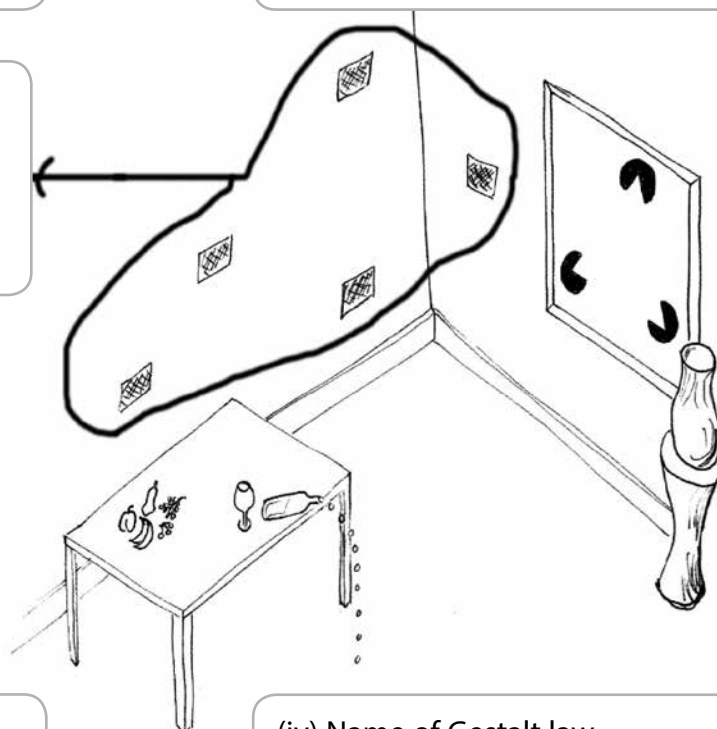
.....

.....

(example) Name of Gestalt law

**similarity**

.....



(iii) Name of Gestalt law

.....

.....

(iv) Name of Gestalt law

.....

.....



(b) 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.

(3)

1 .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 5 = 7 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



6 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:

- A the eyewitness steals apples.
- B the elderly lady stole the apple.
- C elderly ladies do not fit the eyewitness's schema for thieves.
- D elderly ladies fit the eyewitness's schema for thieves very well.

(Total for Question 6 = 1 mark)

7 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.

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.

(a) Describe the independent variable (IV) in Miss Pandy's experiment. (2)

.....

.....

.....

Miss Pandy's study is an example of an independent groups design.

(b) (i) Explain what is meant by an independent groups design. (1)

.....

.....

.....





(ii) Explain why Miss Pandey used an independent groups design for her experiment.

(1)

.....

.....

.....

(c) (i) Describe **two** controls that Miss Pandey used in her experiment.

(2)

1 .....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

(ii) Explain why **one** of these controls was important in this experiment.

(2)

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(d) Describe **one** possible problem with the new objects Miss Pandy chose to use for her second class.

(2)

.....

.....

.....

.....

.....

.....

.....

---

**(Total for Question 7 = 10 marks)**

---

**TOTAL FOR TOPIC A = 29 MARKS**

---

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



**TOPIC B: Is dreaming meaningful?**

**Answer ALL questions. You are advised to spend approximately 35 minutes on Topic B.**

**Choose ONE option from each multiple choice question list unless otherwise indicated.**

**8** Jakub is conducting a case study of dreaming and wants it to be ethical but there are several possible concerns with his study.

(a) Jakub could deal with the ethical issue of **privacy** by:

(1)

- A** making sure that the participant knows that the study is about dreaming.
- B** making sure the participant knows they can leave the study whenever they want.
- C** not asking questions that the participant might not want to answer.
- D** writing up the study without revealing the participant's identity.

(b) Jakub could deal with the ethical issue of **confidentiality** by:

(1)

- A** making sure that the participant knows that the study is about dreaming.
- B** making sure the participant knows they can leave the study whenever they want.
- C** not asking questions that the participant might not want to answer.
- D** writing up the study without revealing the participant's identity.

**(Total for Question 8 = 2 marks)**

**9** According to Hobson & McCarley (1977), dreaming happens because:

- A** the latent content is not random.
- B** memories are randomly activated.
- C** sensory blockade stops us from moving.
- D** sensory blockade stops us perceiving.

**(Total for Question 9 = 1 mark)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



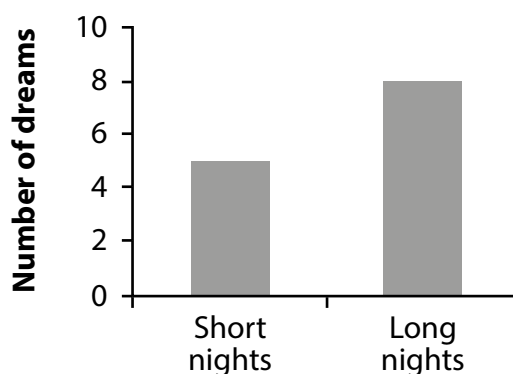
10 Simon is studying dreaming. He counts the number of dreams each participant remembers after a short night's sleep and after a long night's sleep.

(a) 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:

(1)

- A mode
- B median
- C mean
- D range

(b) The figure below shows how Simon illustrated his results.



This is known as a:

(1)

- A line graph
- B histogram
- C pie chart
- D bar chart

(c) Simon looked at his data. Participant 4 had the fewest dreams and participant 9 had the most dreams. This information tells Simon about:

(1)

- A the total number of dreams.
- B the spread in the number of dreams.
- C the most common number of dreams.



(d) Simon makes sure that he only collects his data from participants on weekend nights, not week nights. This is:

(1)

- A** the dependent variable.
- B** the independent variable.
- C** a control variable.
- D** an ethical issue.

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

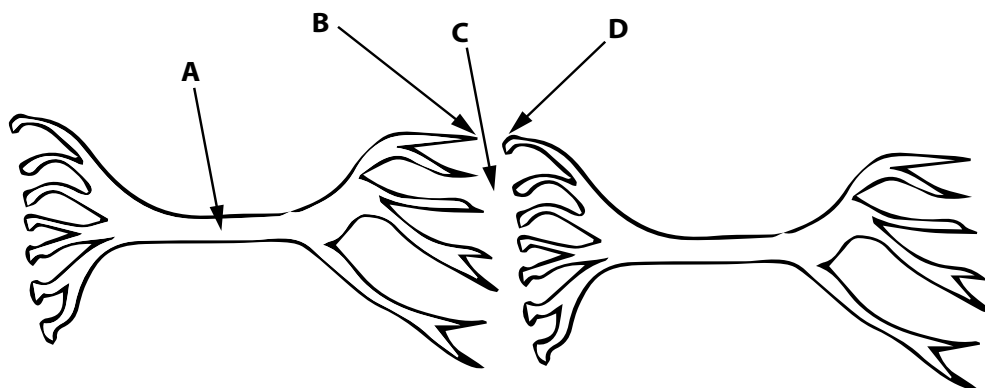
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



11 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) A neurotransmitter crosses the synaptic gap.

(1)

- A
- B
- C
- D

(b) An impulse travels along the axon.

(1)

- A
- B
- C
- D

(c) A neuron receives a message.

(1)

- A
- B
- C
- D

(Total for Question 11 = 3 marks)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**12** 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.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 12 = 3 marks)**







DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

14 Freud conducted a case study of little Hans (1909).

(a) The **main** reason for this being a case study is because Freud:

(1)

- A** controlled variables.
- B** only studied one person.
- C** did not collect the data himself.
- D** studied Hans for a long time.

(b) Choose the **two** correct conclusions from Freud's case study below.

Mark **only two** boxes.

Freud found that little Hans:

(2)

- A** was in the oral stage.
- B** was initially afraid of his father.
- C** was initially afraid of giraffes.
- D** eventually stopped unconsciously loving his mother.
- E** did not experience the Oedipus complex.

(c) One strength of Freud's case study was that it collected qualitative data.

(i) Explain what is meant by **qualitative data**.

(1)

.....

.....

(ii) Explain why the use of qualitative data was a strength in Freud's case study.

(1)

.....

.....

.....

.....



(d) One weakness of Freud's case study was that it lacked generalisibility.

(i) Explain what is meant by **generalisibility**. (1)

.....

.....

(ii) Explain why the findings of Freud's case study lacked generalisibility. (2)

.....

.....

.....

.....

.....

.....

(e) One way that Freud analysed his findings was through dream analysis.

This made the case study subjective because: (1)

- A** his findings were based on Freud's personal opinion.
- B** he came to the same conclusions as other psychologists.
- C** it was unethical to ask little Hans about his dreams.

**(Total for Question 14 = 9 marks)**



15 A sleep disorder clinic has three patients:

- 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.

(a) (i) Which patient is suffering from REM sleep disorder? (1)

- A Molly
- B Peter
- C Anika

(ii) 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. (2)

.....

.....

.....

.....

.....

.....

(b) 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.

Explain why this procedure is important. (1)

.....

.....

.....

.....

(Total for Question 15 = 4 marks)

TOTAL FOR TOPIC B = 31 MARKS  
TOTAL FOR PAPER = 60 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**

