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# **GCE AS MARKING SCHEME**

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**SUMMER 2016**

**PSYCHOLOGY - NEW AS UNIT 1  
2290U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

# GCE PSYCHOLOGY

## Unit 1

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>TOTAL</b>
<b>1</b>	8			8
<b>2</b>	8			8
<b>3</b>			10	10
<b>4</b>	12			12
<b>5</b>	12			12
<b>6</b>			8	8
<b>7</b>			12	12
<b>8</b>		10		10
<b>TOTAL</b>	<b>40</b>	<b>10</b>	<b>30</b>	<b>80</b>

## GCE PSYCHOLOGY - UNIT 1

### Mark Scheme Summer 2016

1. Using examples from psychology explain **two** assumptions of the cognitive approach. [4+4]

Credit **could** be given for explanations of:

- Computer analogy: input, process, output; multistore model of memory.
- Internal mental processes: attention, perception, memory.
- Schemas: organised packets of information.
- Any other appropriate assumption.

Marks (per assumption)	AO1
4	<ul style="list-style-type: none"><li>• Explanation and level of accuracy is thorough and clearly linked to psychology.</li><li>• Effective use of appropriate terminology.</li></ul>
3	<ul style="list-style-type: none"><li>• Explanation and level of accuracy is reasonable and linked to psychology.</li><li>• Good use of appropriate terminology.</li></ul>
2	<ul style="list-style-type: none"><li>• Explanation and level of accuracy is basic.</li><li>• Link to psychology may not be clear.</li><li>• Some use of appropriate terminology.</li></ul>
1	<ul style="list-style-type: none"><li>• Assumption is identified only. OR</li><li>• Explanation is superficial.</li><li>• No link to psychology.</li><li>• Very little use of appropriate terminology.</li></ul>
0	<ul style="list-style-type: none"><li>• Inappropriate answer given.</li><li>• No response attempted.</li></ul>

2. (a) Describe how **one** assumption from the behaviourist approach can be applied to the formation of relationships. [4]

Credit <b>could</b> be given for description of:	
<ul style="list-style-type: none"> <li>• Behaviour learnt through conditioning:</li> <li>• Classical conditioning, mother and child, association formed with food.</li> <li>• Operant conditioning, mother and child, cupboard love.</li> <li>• Operant conditioning, pet and owner, positive reinforcement.</li> <li>• Any other appropriate assumption.</li> </ul>	
Marks	AO1
4	<ul style="list-style-type: none"> <li>• Description and level of accuracy is thorough and clearly linked to formation of relationships.</li> <li>• Effective use of appropriate terminology.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Description and level of accuracy is reasonable and linked to formation of relationships.</li> <li>• Good use of appropriate terminology.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Description and level of accuracy is basic.</li> <li>• Link to formation of relationships may not be clear.</li> <li>• Some use of appropriate terminology.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Description and level of accuracy is superficial.</li> <li>• Muddled link to formation of relationships.</li> <li>• Very little use of appropriate terminology.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given.</li> <li>• No response attempted.</li> </ul>

2. (b) Describe how **one** assumption from the positive approach can be applied to the formation of relationships. [4]

Credit <b>could</b> be given for description of:	
<ul style="list-style-type: none"> <li>• Acknowledgment of free will is demonstrated when individuals use dating sites and select the characteristics of their future partner.</li> <li>• Authenticity of goodness and excellence, relationships allow the promotion of these qualities.</li> <li>• Focus on the good life, connection to other, Basic Needs Theory, role of friendships and other relationships in promoting happiness and wellbeing (5 Ways to Wellbeing)</li> <li>• Any other appropriate assumption.</li> </ul>	
Marks	AO1
4	<ul style="list-style-type: none"> <li>• Description and level of accuracy is thorough and clearly linked to formation of relationships.</li> <li>• Effective use of appropriate terminology.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Description and level of accuracy is reasonable and linked to formation of relationships.</li> <li>• Good use of appropriate terminology.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Description and level of accuracy is basic.</li> <li>• Link to formation of relationships may not be clear.</li> <li>• Some use of appropriate terminology.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Description and level of accuracy is superficial.</li> <li>• Muddled link to formation of relationships.</li> <li>• Very little use of appropriate terminology.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given.</li> <li>• No response attempted.</li> </ul>

3. Evaluate either cognitive behavioural therapy (CBT) **OR** rational emotive behaviour therapy (REBT). [10]

<p>Cognitive behavioural therapy (CBT) Credit <b>could</b> be given for evaluation of:</p> <ul style="list-style-type: none"> <li>• Effectiveness: findings from research studies.</li> <li>• Comparability to other therapies.</li> <li>• Ethics of the process.</li> <li>• Validity of the assumption on which therapy is based.</li> <li>• Any other appropriate evaluation.</li> </ul>	<p>Rational emotive behaviour therapy (REBT) Credit <b>could</b> be given for evaluation of:</p> <ul style="list-style-type: none"> <li>• Effectiveness: findings from research studies.</li> <li>• Comparability to other therapies.</li> <li>• Ethics of the process.</li> <li>• Validity of the assumption on which therapy is based.</li> <li>• Any other appropriate evaluation.</li> </ul>
<b>Marks</b>	<b>AO3</b>
<b>9-10</b>	<ul style="list-style-type: none"> <li>• Evaluation is thorough.</li> <li>• Depth and range are displayed.</li> <li>• Developed and balanced arguments are made.</li> <li>• Evaluative comments are clearly relevant to the context.</li> <li>• Structure is logical.</li> <li>• An appropriate conclusion is reached based on the evidence presented.</li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>• Evaluation is reasonable.</li> <li>• Depth and range is displayed, but not in equal measure.</li> <li>• Arguments are reasonable but may be one-sided.</li> <li>• Evaluative comments are clearly relevant to the context.</li> <li>• Structure is mostly logical.</li> <li>• A reasonable conclusion is reached based on the evidence presented.</li> </ul>
<b>3-5</b>	<ul style="list-style-type: none"> <li>• Evaluation is basic.</li> <li>• Depth or range.</li> <li>• Evaluative comments made tend to be generic and not contextualised.</li> <li>• Structure is reasonable.</li> <li>• A basic conclusion is reached.</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Evaluation is superficial. Material is muddled.</li> <li>• Answer does not move beyond assertions.</li> <li>• No conclusion.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Inappropriate answer given.</li> <li>• No response attempted.</li> </ul>

4. (a) Describe the findings of Myers and Diener's (1995) research '*Who is happy?*' [8]

<p>Credit <b>could</b> be given for description of:</p> <ul style="list-style-type: none"> <li>• Age: no difference, different factors relevant at different ages.</li> <li>• Gender: generally no difference, 80% of men/women satisfied with life (Inglehart, 1990).</li> <li>• Race/Culture: large differences found, 10% very happy in Portugal and 40% very happy in Netherlands (Inglehart, 1990), collectivist and individualist cultures.</li> <li>• Money: correlation of 0.67 between national wealth and well being, correlation of 0.12 between income and happiness.</li> <li>• Traits of happy people: self esteem, optimism, extraversion.</li> <li>• Benefits of relationships; higher positive affect when with others, those with more friends are happier (Umberson, 1988).</li> <li>• Work satisfaction and flow; Csikszentmihalyi research.</li> <li>• Religion; religious people report higher levels of happiness (Poloma and Pendleton, 1990).</li> <li>• Elements of a theory of happiness (adaptation, cultural worldview, values and goals).</li> <li>• Any other appropriate findings.</li> </ul>	
Marks	AO1
7-8	<ul style="list-style-type: none"> <li>• Description and level of accuracy is thorough.</li> <li>• Depth and range are displayed.</li> <li>• Effective use of appropriate terminology.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Description and level of accuracy is reasonable.</li> <li>• Depth and range is displayed, but not in equal measure.</li> <li>• Good use of appropriate terminology.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Description and level of accuracy is basic.</li> <li>• Depth or range.</li> <li>• Some use of appropriate terminology.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• Description and level of accuracy is superficial.</li> <li>• Little use of appropriate terminology.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given.</li> <li>• No response attempted.</li> </ul>

- (b) Briefly describe the conclusions of Myers and Diener's (1995) research '*Who is happy?*' [4]

Credit **could** be given for descriptions of:

- Theory of happiness should consist of importance of adaptation, cultural world view and values and goals.
- Research into happiness is a “welcome complement” to psychological studies about depression etc.
- Research into happiness will help us “better understand how to build a world that enhances human well-being”.
- Any other appropriate conclusion.

Marks	AO1
4	<ul style="list-style-type: none"> <li>• Description and level of accuracy is thorough.</li> <li>• Effective use of appropriate terminology.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Description and level of accuracy is reasonable.</li> <li>• Good use of appropriate terminology.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Description and level of accuracy is basic.</li> <li>• Some use of appropriate terminology.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Description and level of accuracy is superficial.</li> <li>• Very little use of appropriate terminology.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given.</li> <li>• No response attempted.</li> </ul>



5. Describe the main components of psychosurgery **OR** drug therapy.

[12]

<p>Psychosurgery Credit <b>could</b> be given for description of:</p> <ul style="list-style-type: none"> <li>• Description of examples of psychosurgery.</li> <li>• Prefrontal lobotomy.</li> <li>• Deep brain stimulation.</li>   <li>• Any other appropriate description.</li> </ul>	<p>Drug Therapy Credit <b>could</b> be given for description of:</p> <ul style="list-style-type: none"> <li>• Description of mode of action of specific drugs.</li> <li>• Antidepressant drugs.</li> <li>• Antipsychotic drugs.</li>   <li>• Any other appropriate description.</li> </ul>
<b>Marks</b>	<b>AO1</b>
<b>10-12</b>	<ul style="list-style-type: none"> <li>• Description and level of accuracy is thorough.</li> <li>• Depth and range are displayed.</li> <li>• Effective use of appropriate terminology.</li> <li>• Logical structure.</li> </ul>
<b>7-9</b>	<ul style="list-style-type: none"> <li>• Description and level of accuracy is reasonable.</li> <li>• Depth and range is displayed, but not in equal measure.</li> <li>• Good use of appropriate terminology.</li> <li>• Structure is mostly logical.</li> </ul>
<b>4-6</b>	<ul style="list-style-type: none"> <li>• Description and level of accuracy is basic.</li> <li>• Depth or range.</li> <li>• Some use of appropriate terminology.</li> <li>• Structure is reasonable.</li> </ul>
<b>1-3</b>	<ul style="list-style-type: none"> <li>• Description and level of accuracy is superficial.</li> <li>• Little use of appropriate terminology.</li> <li>• Answer lacks structure.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Inappropriate answer given.</li> <li>• No response attempted.</li> </ul>

6. Identify and explain **two** weaknesses of the behaviourist approach.

[4+4]

Credit **could** be given for identification and explanation of:

- Deterministic nature of the approach.
- Nomothetic nature of the approach.
- Ignoring role of nature.
- Generalisability of assumptions to human behaviour.
- Use of animals.
  
- Any other appropriate weakness.

Marks (per weakness)	AO3
4	<ul style="list-style-type: none"><li>• Weakness is identified, explained and has detailed reference to the approach.</li></ul>
3	<ul style="list-style-type: none"><li>• Weakness is identified, explained and there is some link to the approach.</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>• Weakness is identified, briefly explained and has detailed reference to the approach.</li></ul>
2	<ul style="list-style-type: none"><li>• Weakness is identified and briefly explained, with no link to the approach.</li></ul>
1	<ul style="list-style-type: none"><li>• Weakness identified only.</li></ul>
0	<ul style="list-style-type: none"><li>• Inappropriate answer given.</li><li>• No response attempted.</li></ul>

7. Critically evaluate Bowlby's (1944) research '*Forty-four juvenile thieves: Their characters and home-life.*'

[12]

<p>Credit <b>could</b> be given for evaluation of :</p> <ul style="list-style-type: none"> <li>• Methodological Issues e.g. cause and effect not established, use of qualitative data.</li> <li>• Validity Issues e.g. researcher bias, issues in self-report.</li> <li>• Ethical Issues e.g. confidentiality, valid consent in children.</li> <li>• Sampling Issues e.g. children in sample were all emotionally disturbed.</li> <li>• Alternative Evidence e.g. Romanian orphan studies.</li> <li>• Any other appropriate evaluation.</li> </ul>	
Marks	AO3
<b>10-12</b>	<ul style="list-style-type: none"> <li>• Evaluation is thorough.</li> <li>• Depth and range are displayed.</li> <li>• Developed and balanced arguments are made.</li> <li>• Evaluative comments are clearly relevant to the context.</li> <li>• Structure is logical.</li> <li>• An appropriate conclusion is reached based on the evidence presented.</li> </ul>
<b>7-9</b>	<ul style="list-style-type: none"> <li>• Evaluation is reasonable.</li> <li>• Depth and range is displayed, but not in equal measure.</li> <li>• Arguments are reasonable but may be one-sided.</li> <li>• Evaluative comments are clearly relevant to the context.</li> <li>• Structure is mostly logical.</li> <li>• A reasonable conclusion is reached based on the evidence presented.</li> </ul>
<b>4-6</b>	<ul style="list-style-type: none"> <li>• Evaluation is basic.</li> <li>• Depth or range.</li> <li>• Evaluative comments made tend to be generic and not contextualised.</li> <li>• Structure is reasonable.</li> <li>• A basic conclusion is reached.</li> </ul>
<b>1-3</b>	<ul style="list-style-type: none"> <li>• Evaluation is superficial. Material is muddled.</li> <li>• Answer does not move beyond assertions.</li> <li>• No conclusion.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Inappropriate answer given.</li> <li>• No response attempted.</li> </ul>

8. 'The biological approach may be more scientific than the psychodynamic approach. However the psychodynamic approach still has some advantages over the biological approach.'

With reference to the above statement, compare and contrast the biological and psychodynamic approaches in terms of their similarities and differences. [10]

Credit **could** be given for:

- Scientific nature e.g. investigative methods used, unscientific nature of psychodynamic compared to scientific methods of biological.
- Determinism e.g. both deterministic but in different ways.
- Nature/Nurture e.g. both taken into account by psychodynamic approach, biological is nature over nurture.
- Nomothetic/Idiographic e.g. idiographic approach taken by psychodynamic compared to nomothetic for biological.
- Applications to therapy e.g. use of talking therapy compared to use of biological therapies such as drugs.
- Overall judgement on both approaches linked to quotation.
- Any other appropriate similarities and differences.

Marks	AO2
9-10	<ul style="list-style-type: none"> <li>• Thorough analysis is made of both the similarities and differences.</li> <li>• Depth and range are displayed.</li> <li>• Structure is logical.</li> <li>• An appropriate conclusion is reached based on the evidence presented.</li> <li>• There are clear references to the quote.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>• Reasonable analysis is made of both the similarities and differences.</li> <li>• Depth and range is displayed, although not necessarily in equal measure.</li> <li>• Structure is mostly logical.</li> <li>• A reasonable conclusion is reached based on the evidence presented.</li> <li>• There are some appropriate references to the quote.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>• Basic analysis is made of the similarities <b>and</b> differences.</li> <li><b>OR</b></li> <li>• Reasonable analysis is made of the similarities <b>or</b> differences.</li> <li>• Structure is reasonable.</li> <li>• A basic conclusion is reached.</li> <li>• References to the quote are limited and / or superficial.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• Superficial analysis is made of the similarities <b>and</b> differences.</li> <li><b>OR</b></li> <li>• Basic analysis is made of similarities <b>or</b> differences.</li> <li>• Answer lacks structure.</li> <li>• No conclusion.</li> <li>• No reference to the quote.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given.</li> <li>• No response attempted.</li> </ul>