GCE A LEVEL MARKING SCHEME

SUMMER 2022

A LEVEL
PSYCHOLOGY – COMPONENT 1
A290U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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GCE A LEVEL PSYCHOLOGY – COMPONENT 1

SUMMER 2022 MARK SCHEME

Question	AO1	AO2	AO3	TOTAL
1	10			**10**
2			8	**8**
3		10		**10**
4	8			**8**
5	10			**10**
6		10		**10**
7			10	**10**
8			10	**10**
9	12		12	**24**
TOTAL	**40**	**20**	**40**	**100**

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1. Describe the methodology and procedures of Bowlby's (1944) research *'Forty-four juvenile thieves: Their characters and home-life'.* [10]

This question is focused on demonstrating knowledge and understanding of scientific ideas.

Credit **will** be given for:

Methodology:
- Use of case studies.
- Use of interviews.
- Use of a control group.
- Sample of 44 'thieves' who attended the London Child Guidance Clinic. 31 boys and 13 girls aged between 5 and 17 years old. Grading of 'thieves' (I to IV). IQ score range (50% 85-114, 15 with a higher IQ and 2 of an IQ below 85).
- Sample of 44 children who attended the clinic and were 'emotionally disturbed' but were not thieves.
- Sample of mothers who were interviewed to assess the case history of the children.

Procedures:
- Opportunity sampling.
- Mental tests to assess intelligence using the Binet Scale.
- Social worker interviewed the mothers.
- Both the psychologist and social worker reported to Bowlby.
- Psychiatrist interviewed the mother and child for 2 hours.
- School reports and other reports were analysed.
- Children met with the psychiatrist once a week for the following 6 months.
- Emotional issues were diagnosed by the psychiatrist.

- Any other appropriate content.

N.B. Both methodology and procedures must be included to access marks in the top bands.

Marks	AO1
9-10	• Description and level of accuracy of methodology **and** procedures is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
6-8	• Description and level of accuracy of methodology **and** procedures is reasonable. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description and level of accuracy of methodology **and** procedures is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure. **OR** • Description of **either** methodology **OR** procedures is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
1-2	• Description and level of accuracy is superficial. • Very little use of terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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2. Evaluate **two** ethical considerations of either cognitive behavioural therapy **OR** rational emotive behaviour therapy. [8]

This question is mainly focused on analysing, interpreting and evaluating scientific information, ideas and evidence in relation to making judgements and reaching conclusions.	
Credit **will** be given for:	
Cognitive behavioural therapy**:** • Alloy and Abramsom (1979); a depressive realist's outlook is an advantage to them therefore trying to 'cure' their depressive emotions is unethical. • Psychological harm - CBT may try to change a person's thinking to benefit society rather than the individual which can damage self-esteem. • Psychological harm - patient blame may make the client feel they are responsible for their disorder. • There may be a power imbalance between the client and the therapist. • CBT is ethical because clients have the right to withdraw if they wish. • CBT is ethical because it tries to cure the cause of a disorder rather than the symptoms which can lead to less psychological harm for the individual. • Any other appropriate content. N.B. Ethical issues can be positive or negative.	Rational emotive behaviour therapy**:** • Psychological harm - patient blame may make the client may feel they are responsible for their disorder. • REBT is ethical because clients have the right to withdraw if they wish and the therapy can be taken at their own pace. • REBT is more ethical than CBT because it encourages unconditional self-acceptance rather than self-rating, which can lead to less psychological harm for the individual. • Can be unethical due to the therapist harshness of questioning client's beliefs. • The competence of the therapist can have an effect on the success of therapy. • Any other appropriate content. N.B. Ethical issues can be positive or negative.

Marks	AO3
7-8	• A thorough evaluation. • Clearly linked to the therapy. • Examples are well chosen to support the point made. • Arguments are well-developed and balanced throughout. • Structure is logical. • Depth and range.
5-6	• A reasonable evaluation. • Clearly linked to the therapy. • Examples are appropriate. • Arguments are developed. • Structure is mostly logical. • Depth and range but not in equal measure.
3-4	• Basic evaluation. • Examples are not always relevant. • Arguments are not developed. • Structure is reasonable. • Depth or range.
1-2	• Superficial evaluation. • There are no examples to support. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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3. Explain how a psychologist could apply the assumptions of the behaviourist approach to understanding human behaviour. [10]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in a practical context.
Credit **will** be given for: • Operant conditioning e.g. the reward of compliments in a relationship. • Classical conditioning e.g. association of pleasure with addictive stimuli. • Blank slate/tabula rasa e.g. observation and imitation of role models in addiction. • Animals and humans learn in the same ways e.g. phobias (research by Seligman). • Social learning theory e.g. differential association theory of crime. • Vicarious reinforcement e.g. seeing bullies being rewarded with others admiring/being scared of them, then imitating the bullying behaviour. • Any other appropriate content. **N.B.** Any behaviour can be considered, but it must be human behaviour.

Marks	AO2
9-10	• Application and level of accuracy is thorough. • Exemplars used are well chosen. • Depth and range are displayed. • Logical structure
6-8	• Application and level of accuracy is reasonable. • Exemplars are appropriate. • Depth and range are displayed though not in equal measure. • Structure is mostly logical.
3-5	• Application and level of accuracy is basic. • Exemplars not always made relevant. • Depth or range. • Structure is reasonable.
1-2	• Application and level of accuracy is superficial. • Exemplars identified but not made relevant. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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4. Using examples from psychology, describe the psychodynamic assumptions of 'influence of childhood experiences' and 'tripartite personality'. [4+4]

This question is focused on demonstrating knowledge and understanding of scientific ideas.	
Credit **will** be given for: • The tripartite personality; id, ego, superego, ego defence mechanisms, Eros and Thanatos. Examples of these processes. • The influence of childhood experiences; psychosexual stages, Oedipus Complex, Electra Complex, fixation, frustration, overindulgence. Examples from these stages of childhood development. • Any other appropriate content.	
Marks (per assumption)	**AO1**
4	• Description and level of accuracy is thorough and clearly linked to psychology. • Effective use of appropriate terminology.
3	• Description and level of accuracy is reasonable and linked to psychology. • Good use of appropriate terminology.
2	• Description and level of accuracy is basic. • Link to psychology may not be clear. • Some use of appropriate terminology.
1	• Description is superficial. • No link to psychology. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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5. Outline the main components of either drug therapy **OR** psychosurgery. [10]

<table>
<tr><td colspan="2">This question is focused on demonstrating knowledge and understanding of scientific ideas.</td></tr>
<tr><td>Credit will be given for:

Drug therapy:
• History of the therapy.
• Link between the assumptions of the approach and drug therapy.
• Role of neurotransmitters in drug therapy.
• Different types of drugs, e.g. antidepressants, antipsychotics, anxiolytics.

• Any other appropriate content.</td><td>Credit will be given for:

Psychosurgery:
• History of the therapy.
• Link between the assumptions of the approach and psychosurgery.
• Role of the lobes of the brain in psychosurgery.
• Different forms of psychosurgery, e.g. leucotomy, stereotactics, deep brain stimulation.

• Any other appropriate content.</td></tr>
</table>

Marks	**AO1**
9-10	• Outline and level of accuracy of components of therapy is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
6-8	• Outline and level of accuracy of components of therapy is reasonable. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Outline and level of accuracy of components of therapy is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Outline and level of components of therapy is superficial. • Very little use of terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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6. ‘Watson & Rayner’s research is considered by many today to be unethical and to have limited social implications.’

With reference to the statement, discuss the ethical issues and social implications of Watson & Rayner’s (1920) research ‘*Conditioned emotional reactions’.* [10]

<table>
<tr><td colspan="2">This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in a practical context.</td></tr>
<tr><td colspan="2">Credit will be given for:</td></tr>
<tr><td>Ethical issues:

• Use of a vulnerable participant (a baby).
• Consent from the mother of Little Albert.
• Consent was not necessarily informed.
• Right to withdraw was given (the mother removed Little Albert from the research).
• No counterconditioning took place (not necessarily the researchers’ fault because the mother removed Little Albert before counter conditioning could take place).

• Any other appropriate content.</td><td>Social implications:

• Links to education e.g. conditioned learning techniques, classroom environment of pleasant associations.
• Links to families e.g. conditioning to shape the behaviour of children.
• Links to work e.g. application to advertising, stress response through association.
• Links to health e.g. cures for phobias, medical waiting rooms to have pleasant environments for positive associations.
• Links to the law e.g. prevent smacking of children, use of aversion therapy for illegal behaviours.

• Any other appropriate content.</td></tr>
<tr><td colspan="2">NB: the above points can be either strengths or weaknesses as long as they are justified.</td></tr>
</table>

Marks	AO2
9-10	• Clear reference to the statement. • Discussion and level of accuracy is thorough. • Exemplars used are well chosen. • Depth and range are displayed. • Logical structure.
6-8	• Some reference to the statement. • Discussion and level of accuracy is reasonable. • Exemplars are appropriate. • Depth and range are displayed though not in equal measure. • Structure is mostly logical.
3-5	• Reference to the statement is basic. • Discussion and level of accuracy of both ethical issues **and** social implications is basic. **OR** • Discussion and level of accuracy of either ethical issues **OR** social implications is thorough. • Exemplars not always made relevant. • Depth or range. • Reference to the statement is basic. • Structure is reasonable.
1-2	• No reference to the statement. • Discussion and level of accuracy is superficial. • Exemplars identified but not made relevant. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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7. Evaluate Raine, Buchsbaum and LaCasse's (1997) research *'Brain abnormalities in murderers indicated by positron emission tomography'.* [10]

This question is mainly focused on analysing, interpreting and evaluating scientific information, ideas and evidence in relation to making judgements and reaching conclusions.

Credit **will** be given for:

- Methodological issues; use of a quasi-experiment, matched pairs design, scanning techniques.
- Sampling issues; use of NGRI sample, use of a control group, ethnocentrism, use of male and female participants.
- Consideration of the 'blame on biological influences'.
- Application of findings to the real world.
- Issues and debates; reductionism, biological determinism, individual differences.
- Ethics of the findings e.g. socially sensitive nature, use in court, right to withdraw.
- Evidence to support and/or refute the approach.

- Any other appropriate content.

N.B. points above can be either strengths or weaknesses as long as they are appropriately justified.

Marks	AO3
9-10	• Thorough evaluation. • Examples are well chosen to support the points made. • Arguments are well-developed and balanced throughout. • Structure is logical. • Depth and range. • An appropriate conclusion is reached based on evidence presented.
6-8	• Reasonable evaluation. • Examples are appropriate. • Arguments are developed. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic evaluation. • Examples are not always relevant. • Arguments are not developed. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial evaluation. • There are no examples to support. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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8. Compare and contrast the behaviourist approach and the positive approach. [10]

This question is mainly focused on analysing, interpreting and evaluating scientific information, ideas and evidence in relation to making judgements and reaching conclusions.

Credit **will** be given for:

- Scientific nature of the approaches; behaviourist approach viewed as being more scientific than the positive approach.
- Success of treatments; length of success, length of therapy, results from research on the effectiveness of treatments.
- Methods of investigation e.g. use of laboratory experiments, observations, questionnaires etc.
- Each approach's stance on tackling symptoms and causes of behaviour.
- Issues of reductionism, free will, determinism, nomothetic and ideographic methods, nature/nurture.
- Ethical issues.

- Any other appropriate content.

N.B. Points above can be similarities or differences as long as the reason is appropriately justified.

Marks	AO3
9-10	• Thorough evaluation. • Examples are well chosen to support the points made. • Arguments are well-developed and balanced throughout. • Structure is logical. • Depth and range. • An appropriate conclusion is reached based on evidence presented.
6-8	• Reasonable evaluation. • Examples are appropriate. • Arguments are developed. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic evaluation. • Examples are not always relevant. • Arguments are not developed. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial evaluation. • There are no examples to support. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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9. ‘Eyewitness testimony can be viewed as being unreliable’.

Discuss the extent to which you agree with the statement. You should demonstrate your understanding of psychological knowledge and research in your answer. [24]

This question is focused on demonstrating knowledge and understanding of scientific ideas, processes, techniques and procedures.

This debate is linked to the cognitive approach. However, the materials used in the responses may be taken from any approach and perspective within psychology. Some reference could also be made to economic, social and political evidence (as long as it is explicitly linked to the psychological issue).

Credit **will** be given for:

- Theories used to describe eyewitness testimony e.g. repression, reconstructive memory, leading questions, post-event information, weapon focus, minority and majority social influence, schemas.
- Description of research into eyewitness testimony e.g. Loftus (various dates), Bartlett (1932), Clifford and Scott (1978), Yuille and Cutshall (1986), Peters (1988).
- The work of the Innocence Project.
- Verifiable examples of where eyewitness accounts have been reliable and unreliable.

- Any other appropriate content.

Marks	AO1
10–12	• Description and level of accuracy is thorough. • Exemplars are well chosen. • There is depth and range to material included. • Effective use of terminology throughout. • The structure is logical.
7–9	• Description and level of accuracy is reasonable. • Exemplars are appropriate. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • The structure is mostly logical.
4–6	• Description and level of accuracy is basic. • Exemplars may not always be appropriate. • There is depth or range only in material used. • There is some use of appropriate terminology. • There is a reasonable structure.
1–3	• Description and level of accuracy is superficial. • Exemplars not always made relevant. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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This question is mainly focused on analysing, interpreting and evaluating scientific information, ideas and evidence in relation to making judgements and reaching conclusions and to develop and refine practical design and procedures.

Credit **will** be given for:

- Analysis of research evidence to refute or support the debate.
- Reliability and validity issues e.g. the use of laboratory experiments, real eyewitness accounts that are high in ecological validity, temporal validity, cultural differences in perception.
- Individual differences in memory recall.
- Ethical implications of eyewitness accounts.
- Reliable witnesses e.g. children, victims where no other evidence is available.
- Use of scientific and DNA evidence instead of eyewitness accounts.
- Conclusion to the debate. Overall agreement or disagreement with the statement.

- Any other appropriate content.

Marks	AO3
10–12	• A thorough discussion is made of both sides of the debate. • Clear reference to the statement. • Evaluative comments are evidently relevant to the context. • Structure is logical throughout. • An appropriate conclusion is reached based on analysing and interpreting the evidence presented.
7–9	• A reasonable discussion is made of both sides of the debate. • Reasonable reference to the statement. • Evaluative comments show some relevance to the context. • Structure is mostly logical. • A reasonable conclusion is reached based on analysing and interpreting the evidence presented.
4–6	• A basic discussion of both sides of the debate OR a reasonable discussion is made of only one side of the debate. • Reference to the statement is superficial. • Evaluative comments are generic and not appropriately contextualised. • Structure is reasonable. • A basic conclusion is reached.
1–3	• A superficial discussion is made of the debate. • No reference to the statement. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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