GCE A LEVEL MARKING SCHEME

SUMMER 2023

A LEVEL
PSYCHOLOGY – COMPONENT 1
A290U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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 2023 MARK SCHEME

Question	AO1	AO2	AO3	Total
1	12			**12**
2			10	**10**
3	10			**10**
4		10		**10**
5	6		8	**14**
6			10	**10**
7		10		**10**
8	12		12	**24**
	40	**20**	**40**	

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1. (a) Using an example from psychology, describe the biological assumption of 'neurotransmitters'. [4]

This question is focused on demonstrating knowledge and understanding of scientific ideas.
Credit **will** be given for: • Neurotransmitters as chemical messengers. • Role of neurons in the communication process. • Release of neurotransmitters from the presynaptic neuron to the post synaptic neuron. • Passing of neurotransmitters through the synapse/synaptic cleft. • Examples of neurotransmitters e.g. serotonin, dopamine. • Any other appropriate content. N.B. A diagram is acceptable if it is drawn and labelled accurately.

Marks	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. **OR** • Description is inaccurate, but appropriately linked to psychology.
0	• Inappropriate answer given. • No response attempted.

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(b) Using an example from psychology, describe the biological assumption of 'evolutionary influences'. [4]

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

Credit **will** be given for:

- Process of natural selection.
- Survival of the fittest.
- Role of genetics in the survival and selection process.
- Ability of the most successful to adapt to their environment.
- Examples of evolutionary influences on behaviour e.g. mate selection, phobia development, stress response.
- Any other appropriate content.

Marks	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. **OR** • Description is inaccurate, but appropriately linked to psychology.
0	• Inappropriate answer given. • No response attempted.

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(c) Using an example from psychology, describe the positive assumption of 'authenticity of goodness and excellence'. [4]

This question is focused on demonstrating knowledge and understanding of scientific ideas.
Credit **will** be given for: • Acknowledgement that feelings of happiness are as authentic as negative emotions such as anxiety and stress. • Positive states of mind are as valid as negative states of mind e.g. in theories of behaviour and in therapies. • Seligman's belief in focusing on signature strengths e.g. kindness, humour etc. • Focus on therapy as facilitating positive well-being to help clients to achieve fulfillment. • Examples of signature strengths e.g. in relationships. • Any other appropriate content.

Marks	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. **OR** • Description is inaccurate, but appropriately linked to psychology.
0	• Inappropriate answer given. • No response attempted.

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2. Evaluate either cognitive behavioural therapy **OR** rational emotive behaviour therapy. [10]

<table>
<tr><td colspan="2">This question is mainly focused on analysing, interpreting and evaluating scientific information, ideas and evidence in relation to making judgements and reaching conclusions.</td></tr>
<tr><td>Credit will be given for:

Cognitive behavioural therapy:
• Success rates when treating depression.
• Free will of the patient to direct their own therapy.
• Role and competence of the therapist.
• Use of specific techniques e.g. dysfunctional thought diary, pleasant activity scheduling.
• Individual differences in therapy.
• Ethical considerations e.g. right to withdraw, psychological harm from client believing they are to blame for their issues, valid consent given.
• Any other appropriate content.

N.B. points above can be either strengths or weaknesses, as long as they are justified.</td><td>Credit will be given for:

Rational emotive behaviour therapy:
• Success rates when treating depression and anxiety.
• Free will of the patient to direct their own therapy.
• Role of the therapist e.g. ability to display unconditional positive regard.
• Individual differences in therapy.
• Ethical considerations e.g. psychological harm from challenging by the therapist, right to withdraw, valid consent given.
• Any other appropriate content.

N.B. points above can be either strengths or weaknesses, as long as they are justified.</td></tr>
</table>

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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3. Outline the findings and conclusions 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:

Findings:

- The children were categorised into six groups, described in Table 1

Table 1. Distribution of thieves by character type.

Character Type	Description	No.
A. 'Normal'	Children whose characters appear fairly normal and stable.	2
B. 'Depressed'	Children who have been unstable and are in a depressed state of mind.	9
C. 'Circular'	Unstable children who show alternating depression and over-activity.	2
D. 'Hyperthymic	Children who demonstrate constant over activity.	13
E. 'Affectionless'	Children who lack normal affection, shame or sense of responsibility.	14
F. 'Schizoid'	Children who show marked schizoid or schizophrenic symptoms.	4
Total		**44**

- Only 2 of the 44 thieves were diagnosed as normal, but even these two possessed characteristics which showed instability.
- It was believed that without treatment, the other 42 would develop neurotic or psychotic symptoms later in life.
- Broken Homes and Separation of Child from Mother: 40% of the thieves had experienced prolonged separation from their mothers (defined as a separation of at least 6 months) compared with only 5% of the control subjects. Of the 14 'affectionless' thieves 12 had experienced frequent separations from their mothers.
- The incidence of prolonged separation from the mother is significantly higher in the case of the Affectionless Characters (12 out of 14) than in any of the other groups.
- Whilst mother-child separation accounts for 17 of the 44 cases of stealing, it played no part in the remaining 27. However, in many of these 27 cases, the home environment was far from normal. Several children were unwanted, a few had fathers who hated them, and many had anxious, unstable and nagging mothers.
- In 5 of the 27 cases without mother-child separation, the children's fathers were openly hostile towards them. Several of them never wanted the child and did not try to hide this fact from them.

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- Of the 23 persistent (Grade 4) thieves, 13 (56%) were of Affectionless Character. Of the 14 cases of Affectionless Character, 13 (93%) were persistent thieves.
- Of the 14 cases of Affectionless Character, 12 (86%) had suffered prolonged separation from their mothers, or mother-substitutes, during their first five years. Conversely, of the 19 cases where such a separation had occurred, 12 (63%) were cases of Affectionless Character.
- Finally, 14 of the 23 persistent thieves (61%) had suffered prolonged separation, and of the 19 who had suffered a prolonged separation, 12 (74%) were persistent thieves.

Conclusions:

- These findings confirm the general psychoanalytic assumption that the early years are of great importance in character development.
- However, juvenile crime is not just a psychological problem, it is a social and economic problem as well.
- If all those who are involved in the upbringing and care of small children were aware of the appalling damage which prolonged separations have on the development of a child's character, a greater effort would be made to avoid them, and many cases of criminal behaviour could be prevented.

- Any other appropriate content.

N.B. Both findings and conclusions must be included to access marks in the top bands.

Marks	AO1
9-10	• Outline and level of accuracy of findings **and** conclusions is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
6-8	• Outline and level of accuracy of findings **and** conclusions 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 findings **and** conclusions is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure. **OR** • Outline of **either** findings **or** conclusions is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
1-2	• Outline 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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4. ‘Beth thinks the psychodynamic approach is useful in psychology, however Ravi disagrees’.

With reference to the above scenario, discuss strengths and weaknesses of the psychodynamic approach. [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: • Use of therapies that treat the cause of behaviour, not the symptoms. • Length and cost of therapy. • Competence of the therapist. • Empirical basis of theories and therapies. • Rejection of biological therapies as a cure for mental illness. • Focus on childhood. • Focus on unconscious forces directing behaviour. • Influence of parents during the psychosexual stages. • Use of non-scientific methods of investigation. • Role of nature and nurture. • Any other appropriate content. N.B. the above points can be either strengths or weaknesses as long as they are justified and linked to the scenario.

Marks	AO2
9-10	• Clear reference to the scenario. • Discussion and level of accuracy of both strengths **and** weaknesses is thorough. • Exemplars used are well chosen. • Depth and range are displayed. • Logical structure.
6-8	• Some reference to the scenario. • Discussion and level of accuracy of both strengths **and** weaknesses is reasonable. • Exemplars are appropriate. • Depth and range are displayed though not in equal measure. • Structure is mostly logical.
3-5	• Reference to the scenario is basic. • Discussion and level of accuracy of both strengths **and** weaknesses is basic. • Exemplars not always made relevant. • Depth or range. • Structure is reasonable. **OR** • Clear reference to the scenario. • Discussion and level of accuracy of either strengths **or** weaknesses is thorough.
1-2	• No reference to the scenario. • 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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5. (a) Describe the methodology of Loftus and Palmer's (1974) research '*Reconstruction of automobile destruction: an example of the interaction between language and memory*'. [6]

This question is focused on demonstrating knowledge and understanding of scientific ideas.
Credit **will** be given for: • Two experiments conducted in a laboratory. • Independent groups design. • Independent variable was the verb used to describe the impact. • Dependent variable was the estimate of speed. • Experiment one used a sample of 45 students. • Experiment two used a sample of 150 students in groups of various sizes. • Any other appropriate content. N.B. Procedures will not be credited.

Marks	AO1
5-6	• Description and level of accuracy of methodology is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
3-4	• Description and level of accuracy of methodology is reasonable. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly 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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(b) Evaluate the methodology of Loftus and Palmer's (1974) research '*Reconstruction of automobile destruction: an example of the interaction between language and memory*'. [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:

- Use of laboratory environment.
- Use of experiment.
- Use of independent measures design,
- Use of questionnaire techniques.
- Sampling issues; use of students, use of a control group, ethnocentrism.
- Ethics of the methodology e.g. deception.
- Evidence to support and/or refute the methodology.
- Any other appropriate content.

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

Marks	AO3
7-8	• Thorough evaluation. • Examples are well chosen to support the points made. • Arguments are well-developed and balanced throughout. • Structure is logical. • Depth and range.
5-6	• Reasonable evaluation. • 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 appropriate. • 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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6. Compare and contrast the biological approach and the behaviourist 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; biological approach possibly being viewed as being more scientific than the behaviourist 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 etc.
- Each approach's stance on tackling symptoms and causes of behaviour.
- Issues of reductionism, free will, determinism, nomothetic methods, nature/nurture.
- Use of non-human animals in research.
- Ethical issues.
- Any other appropriate content.

N.B. Points above can be similarities or differences as long as the reason is 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 appropriate. • 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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7. ‘Rachel stated that positive therapies are the most appropriate to use with clients’.

With reference to the above scenario, explain why mindfulness **OR** quality of life therapy is used by psychologists from the positive approach. [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: • View of the approach on the role of free will in therapy. • Link to assumptions e.g. focus on the good life, how therapy could help to achieve a meaningful life, authenticity of goodness and excellence. • Effectiveness of therapy including research to support the use of positive therapies. • Reference to other therapies e.g. why positive therapies may be better than other approaches. • Promotion of character and signature strengths in therapy. • Role of others in therapy e.g. creating and maintaining positive relationships. • Any other appropriate content.	
Marks	**AO2**
9-10	• Clear reference to the scenario. • Explanation and level of accuracy is thorough. • Exemplars used are well chosen. • Depth and range are displayed. • Logical structure.
6-8	• Some reference to the scenario. • Explanation 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 scenario is basic. • Explanation and level of accuracy is basic. • Exemplars not always made relevant. • Depth or range. • Structure is reasonable.
1-2	• No reference to the scenario. • Explanation 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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8. Using psychological knowledge, discuss the extent to which conditioning techniques should be used to control the behaviour of children, including the ethical implications. [24]

This question is focused on demonstrating knowledge and understanding of scientific ideas, processes, techniques and procedures.
This debate is linked to the behaviourist approach. However, the materials used in the responses may be taken from any approach and perspective within psychology. Reference should be made to ethical evidence. Credit **will** be given for: • Theories used to describe conditioning techniques e.g. use with vulnerable children, use in schools, use in the home. • Description of research into conditioning techniques e.g. Soares et al's (2009) research into Asperger's Syndrome, Lovaas' (1987) 'applied behavioural analysis' technique. • Use of operant conditioning techniques in the conditioning process, Mazur's (1998) research into punishment of children not correcting behaviour. • Verifiable examples of where conditioning techniques have been reliable and unreliable. • Any other appropriate content. N.B. Ethical implications must be included to access marks in the top two bands.

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.
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.
4–6	• Description and level of accuracy is basic. • Exemplars may not always be appropriate. • There is depth or range only in material used. • Some use of appropriate terminology.
1–3	• Description and level of accuracy is superficial. • Exemplars not always made relevant. • Very little use of appropriate terminology.
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, use of conditioning techniques in real settings that are high in ecological validity, temporal validity, cultural differences in conditioning techniques.
- Individual differences in conditioning techniques and the lack of consistency e.g. when used in schools or with different parents.
- Ethical implications of conditioning techniques.
- Conclusion to the debate.
- Any other appropriate discussion.

N.B. Ethical implications must be included to access marks in the top two bands.

Marks	AO3
10–12	• Thorough discussion is made of both sides of the debate. • 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	• Reasonable discussion is made of both sides of the debate. • 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	• Basic discussion of both sides of the debate • Evaluative comments are generic and not appropriately contextualised. • Structure is reasonable. • A basic conclusion is reached.
1–3	• Superficial discussion is made of the debate. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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