# GCE AS MARKING SCHEME

## SUMMER 2018

## AS (NEW)
## PSYCHOLOGY - COMPONENT 1
## B290U10-1

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## INTRODUCTION

This marking scheme was used by WJEC for the 2018 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 AS PSYCHOLOGY - COMPONENT 1**

**SUMMER 2018 MARK SCHEME**

| Question | AO1 | AO2 | AO3 | TOTAL |
|---|---|---|---|---|
| **1** | 6 | | | 6 |
| **2** | | | 4 | 4 |
| **3** | 6 | | | 6 |
| **4** | | | 6 | 6 |
| **5** | 10 | | | 10 |
| **6** | | 10 | | 10 |
| **7** | 8 | | 10 | 18 |
| **8** | 10 | | 10 | 20 |
| **TOTAL** | **40** | **10** | **30** | **80** |

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**MARK SCHEME**

**1**. (a) Identify and briefly explain the methodology of Bowlby's (1944) research '*Forty – four juvenile thieves: Their character and home life'*. **[2]**

| Credit **could** be given for:<br><br>• Case studies.<br>• Control group.<br>• Some details of participants. 44 thieves, 31 boys 13 girls.<br>• Grading of participant level of thieving.<br>• Child Guidance Clinic.<br>• Any other relevant information. | |
|---|---|
| **Marks** | **AO1** |
| **2** | • Case studies named and brief explanation given. |
| **1** | • Case study named/ or details given without naming |
| **0** | • Inappropriate answer given.<br>• No response attempted. |

(b) Describe the conclusions of Bowlby's (1944) research '*Forty – four juvenile thieves:Their character and home life'*. **[4]**

| Credit **could** be given for description of:<br><br>• Confirm psychodynamic assumptions that early years are of great importance in character development.<br>• Juvenile crime is not just a psychological problem it is also social and economic.<br>• Knowledge of damage of prolonged separations should lead to greater effort to avoid them and therefore prevent many cases of criminal behaviour.<br>• Any other relevant details. | |
|---|---|
| **Marks** | **AO1** |
| **4** | • Description and level of accuracy is thorough.<br>• Depth and range included. |
| **3** | • Description and level of accuracy is reasonable.<br>• Depth and range, but not in equal measure. |
| **2** | • Description and level of accuracy is basic.<br>• Depth or range. |
| **1** | • Description and level of accuracy is superficial. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |

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**2.** (a) Discuss the ethical considerations of drug therapy **OR** psychosurgery. **[4]**

| **Drug therapy** | **Psychosurgery** |
|---|---|
| Credit **could** be given for discussion of:<br>• Use of placebos.<br>• Consent.<br>• Side effects.<br>• Lack of information on alternatives.<br>• Any other relevant ethical considerations. | Credit **could** be given for discussion of:<br>• Consent.<br>• Harm.<br>• Side effects.<br>• Right to withdraw.<br>• Any other relevant ethical considerations. |

| **Marks** | **AO3** |
|---|---|
| **4** | • Evaluative comments are evidently relevant to the context.<br>• Depth and range included.<br>• Effective use of terminology. |
| **3** | • Evaluative comments show some relevance to the context.<br>• Depth and range, but not in equal measure.<br>• Good use of terminology. |
| **2** | • Evaluative comments are generic and not appropriately contextualised.<br>• Depth or range.<br>• Some use of appropriate terminology. |
| **1** | • Evaluative comments are superficial.<br>• Very little use of appropriate terminology. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |

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3. Describe the localisation of brain function and **one** other assumption of the biological approach in explaining human behaviour. **[3+3]**

| **Localisation of brain function** | **Other assumptions** |
|---|---|
| Credit could be given for description of:<br>• Different areas responsible for different functions.<br>• Four lobes.<br>• Description and examples of function of specific areas.<br>• Any other relevant information. | • Evolutionary influences.<br>• Neurotransmitters.<br>• Any other relevant assumptions. |

| **Marks (Per assumption)** | **AO1** |
|---|---|
| **3** | • Description and level of accuracy is thorough.<br>• Effective use of terminology. |
| **2** | • Description and level of accuracy is reasonable.<br>• Good use of terminology |
| **1** | • Description and level of accuracy is basic.<br>• Very little use of appropriate terminology. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |

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4. Analyse the weaknesses of the cognitive approach. **[6]**

Credit **could** be given for:

- Nomothetic.
- Reductionist.
- Mechanistic.
- Ethics.
- Nature versus nurture.
- Any other relevant information.

NB There is no definitive weaknesses as it is subjective and one issue can be presented as being both.

| Marks | AO3 |
|---|---|
| **5-6** | • Thorough analysis with well-developed arguments.<br>• Evaluative comments are evidently related to the context.<br>• Structure is logical.<br>• Depth and range included. |
| **4** | • Reasonable analysis with well-developed arguments.<br>• Evaluative comments show some relevance to the context.<br>• Structure is mostly logical.<br>• Depth and range but not in equal measure. |
| **3** | • Basic analysis.<br>• Evaluative comments are generic and not appropriately contextualised.<br>• Structure is reasonable.<br>• Depth or range. |
| **1–2** | • Superficial analysis.<br>• Evaluative comments are superficial.<br>• Answer lacks structure. |
| **0** | • Inappropriate answer given.<br>• No response attempted |

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**5.** Describe the procedures of Watson and Rayner's (1920) research '*Conditioned emotional reactions'*. **[10]**

Credit could be given for description of:

- 8 months and 26 days, struck a hammer upon suspended steel bar to determine whether a fear reaction could be conditioned.
- At approximately 9 months underwent tests to determine whether fear reactions can be created by stimuli other than 'sharp noises'.
- Stimuli used: a white rat, rabbit, dog, monkey, masks with and without hair, cotton wool, burning papers etc.
- Recorded via a motion picture camera.
- Tests carried out at 11 months old- when started to try to condition an emotional response, white rat, rat no sound, variety of objects plus rat, moved location.
- Tests carried out at 1 year 21 days.
- Failure to carry out planned 'detachment'.
- Any other relevant information.

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

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6. Alex has suffered from mental health issues all his adult life; anxiety, depression and phobias. His psychologist has explained that his behaviour is due to biological reasons.

Outline how the biological **and** psychodynamic approaches would explain Alex's behaviour. **[5+5]**

| **Biological** | **Psychodynamic** |
|---|---|
| Credit **could** be given for:<br>• Physical basis of disorders.<br>• Localisation of brain structures.<br>• Evolutionary influences.<br>• Neurotransmitters.<br><br>Any other relevant information. | Credit **could** be given for:<br>• Issues based in childhood.<br>• Fixations through the psychosexual stages of development.<br>• Unconscious driving behaviour driving behaviour.<br>• Tripartite personality.<br><br>Any other relevant information. |
| N.B It is not necessary to name specific neurotransmitters or areas of the brain responsible for behaviours or know specific of psychosexual stages of development although these can contribute to the answers if known. | |

| **Marks** | **AO2** |
|---|---|
| **5** | • Evidence used is well-chosen and effective in supporting and developing comments made.<br>• Effective use of terminology.<br>• Clear reference to the stimulus. |
| **4** | • Evidence used is appropriate in supporting the comments made.<br>• Good use of terminology.<br>• Reasonable reference to the stimulus. |
| **3** | • Evidence used is not always made relevant to the comments made.<br>• Some use of appropriate terminology.<br>• Reference to the stimulus is basic and/or superficial. |
| **1-2** | • Evidence used is not appropriate to the comments made.<br>• Very little use of appropriate terminology.<br>• No reference to the stimulus. |
| **0** | • Inappropriate answer is given.<br>• No response attempted. |

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7. (a) Describe the components of cognitive behavioural therapy (CBT) **OR** rational emotive behaviour therapy (REBT). **[8]**

| CBT<br>Credit **could** be given for description of:<br>• Cognitive aspect- identifying negative thoughts.<br>• Behavioural aspect- reality testing.<br>• Dysfunctional thought diary.<br>• Therapy during therapy.<br>• Behaviour activation.<br>• Any other relevant component. | REBT<br>Credit **could** be given for description of:<br>• ABC model.<br>• ABCDE model.<br>• Mustabatory thinking.<br>• Unconditional positive regard.<br>• Any other relevant component. |
|---|---|

| **Marks** | **AO1** |
|---|---|
| **7-8** | • Description and level of accuracy is thorough.<br>• Depth and range included.<br>• Effective use of terminology.<br>• Logical structure. |
| **5-6** | • Description and level of accuracy is reasonable.<br>• Depth and range but not in equal measure.<br>• Good use of terminology.<br>• Mostly logical structure. |
| **3-4** | • Description and level of accuracy is basic.<br>• Depth or range.<br>• Some use of appropriate terminology.<br>• Reasonable structure. |
| **1-2** | • Description and level of accuracy is superficial.<br>• Very little use of appropriate terminology.<br>• Answer lacks structure. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |

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

| CBT<br>Credit **could** be given for evaluation of:<br>• Research evidence on effectiveness.<br>• Therapist competence.<br>• Individual differences.<br>• Ethics.<br>• Empowerment.<br>• Any other relevant evaluation. | REBT<br>Credit **could** be given for evaluation of:<br>• Research evidence on effectiveness.<br>• Ethics.<br>• Appropriateness.<br>• Individual differences.<br>• Any other relevant evaluation. |
|---|---|

| **Marks** | **AO3** |
|---|---|
| **9-10** | • Thorough discussion with well-developed and balanced arguments.<br>• Evaluative comments are evidently relevant to the context.<br>• Structure is logical.<br>• Depth and range included.<br>• An appropriate conclusion is reached based on evidence presented. |
| **6-8** | • Reasonable discussion with well-developed and balanced arguments.<br>• Evaluative comments show some relevance to the context.<br>• Structure is mostly logical.<br>• Depth and range but not in equal measure.<br>• A reasonable conclusion is reached based on evidence presented. |
| **3-5** | • Basic discussion with well-developed and balanced arguments OR a reasonable discussion of only one side of the argument.<br>• Evaluative comments are generic and not appropriately contextualised.<br>• Structure is reasonable.<br>• Depth or range.<br>• A basic conclusion is reached. |
| **1–2** | • Superficial discussion.<br>• Evaluative comments are superficial.<br>• Answer lacks structure.<br>• No conclusion. |
| **0** | • Inappropriate answer given.<br>• No response attempted |

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8. Linley et al (2006) suggests that positive psychology '*shines the light of scientific enquiry into previously dark and neglected corners'.*

Using psychological knowledge discuss to what extent positive psychology is relevant to today's society. **[20]**

This debate is linked to the positive 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 **could** be given for description of:

- Therapies, mindfulness, Person-Centred Therapy.
- Prevention of formation of depression/anxiety.
- Media portrayal/public understanding.
- Efficacy/evidence.
- Application to everyday life.
- Universal applicability.
- Integration/impact on other approaches.
- Any other appropriate description.

| Marks | AO1 |
|---|---|
| **10** | • Exemplars used are well chosen to support the points made.<br>• Level of accuracy is thorough.<br>• Depth and range to material included.<br>• Effective use of terminology throughout.<br>• Logical structure. |
| **7-9** | • Exemplars used are appropriate.<br>• Level of accuracy is reasonable.<br>• Depth and range to material used, but not in equal measure.<br>• Good use of terminology.<br>• Mostly logical structure. |
| **4-6** | • Exemplars may not always be appropriate.<br>• Level of accuracy is basic.<br>• Depth or range only in material used.<br>• Reasonable structure. |
| **1-3** | • Exemplars are limited and not always made relevant.<br>• Level of accuracy is superficial.<br>• Answer lacks structure. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |

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

- Therapies, mindfulness, Person-Centred Therapy.
- Prevention of formation of depression/anxiety.
- Media portrayal/public understanding.
- Efficacy/evidence.
- Application to everyday life.
- Universal applicability.
- Integration/impact on other approaches.
- Any other appropriate analysis.

| Marks | AO3 |
|---|---|
| **10** | • Thorough discussion with well-developed and balanced arguments.<br>• Evaluative comments are evidently relevant to the context.<br>• Structure is logical.<br>• Depth and range included.<br>• An appropriate conclusion is reached based on evidence presented. |
| **7-9** | • Reasonable discussion with well-developed and balanced arguments.<br>• Evaluative comments show some relevance to the context.<br>• Structure is mostly logical.<br>• Depth and range but not in equal measure.<br>• An reasonable conclusion is reached based on evidence presented |
| **4-6** | • Basic discussion with well-developed and balanced arguments **OR** a reasonable discussion of only one side of the argument.<br>• Evaluative comments are generic and not appropriately contextualised.<br>• Structure is reasonable.<br>• Depth or range.<br>• A basic conclusion is reached. |
| **1-3** | • Superficial discussion.<br>• Evaluative comments are superficial.<br>• Answer lacks structure.<br>• No conclusion. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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