GCE AS MARKING SCHEME

SUMMER 2019

AS (NEW)
PSYCHOLOGY - COMPONENT 1
B290U10-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2019 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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EDUQAS GCE AS PSYCHOLOGY - COMPONENT 1

SUMMER 2019 MARK SCHEME

Question	AO1	AO2	AO3	TOTAL
1	10			10
2		5		5
3	2			2
4	4			4
5		5		5
6	6			6
7	8		10	18
8			10	10
9	10		10	20
TOTAL	**40**	**10**	**30**	**80**

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1. Describe the methodology and procedures of Loftus, E. & Palmer, J.C (1974) '*Reconstruction of automobile destruction: an example of the interaction between language and memory'.* [10]

Credit could be given for description of:

Methodology
- Two experiments conducted in a laboratory.
- Independent groups design.
- Sample: Experiment 1= 45 students, Experiment 2 = 150 students in groups of various sizes.

Procedures
- Experiment I
- Seven films were shown of a traffic accident, and the length of the film segments ranged from 5-30 seconds.
- Participants were given a questionnaire.
- The critical question was, “about how fast were the cars going when they hit each other?”
- Nine participants were asked this question.
- The remaining participants were equally divided into groups of nine, and the work ‘hit’ was replaced with ‘smashed’, ‘collided’, ‘bumped’ and ‘contacted’.
- Participants’ estimates of speed in each group were recorded.
- The experiment lasted about an hour and a half.

- Experiment II
- The students were shown a film of a multiple car crash, film less than a minute. accident lasted less than 4 seconds.
- Participants were given a questionnaire.
- 50 participants were asked, “How fast were the cars going when they smashed/hit/” and another 50 not asked about this.”
- One week later the participants returned and answered various questions about the accident.
- *The critical question that all participants were asked was “Did you see any broken glass?"*

- Any other relevant information.

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

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2. Dr Singh is a psychologist who favours the behaviourist approach. Explain why he would consider aversion therapy **OR** systematic desensitisation as a suitable treatment for his clients. [5]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context when handling qualitative data. (1a)

Credit **could** be given for:

- Behaviour is a learnt response so can therefore be unlearnt using behaviourist techniques.
- Classical conditioning to replace a fear response say in phobias with a relaxation response.
- Operant conditioning to reward desirable behaviours and extinguish undesirable behaviours.
- Research evidence that supports the effectiveness of this.
- Research on non-human animals can be extrapolated to human animals as all learn in the same way.

- Any other relevant information.

Marks	AO2
5	• Thorough discussion/analysis. • Depth and range of material. • Structure is logical. • Clear reference to the stimulus.
3-4	• Reasonable discussion/analysis. • Depth and range of material, but not in equal measure. • Structure is mostly logical. • Reasonable reference to the stimulus.
1-2	• Basic discussion/analysis. • Depth or range only in material used. • Structure is reasonable. • Reference to the quote/stimulus are basic and/ **OR** superficial.
0	• Inappropriate answer given. • No response attempted.

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3. Outline **one** part of the tripartite personality from the psychodynamic approach. [2]

This question is focused on demonstrating knowledge and understanding of scientific ideas (1a)

Credit **could** be given for:

- Id – works on the pleasure principle, present from birth.
- Ego – works on reality principle balances demands of the ID and superego and protects itself via defence mechanisms., 18 months to 3 years.
- Superego – morality principle, results of resolution of Oedipus/Electra complex, works on the morality principle, the result of resolution of Oedipus/Electra complex during the phallic stage. This develops between 3-5 years of age.
- Any other relevant information.

Marks	AO1
2	• Fully outlined.
1	• Briefly outlined.
0	• Inappropriate answer given just named. • No response attempted.

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4. Describe the positive psychology assumption of ‘authenticity of goodness and excellence'. [4]

This question is focused on demonstrating knowledge and understanding of scientific ideas (1a)

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

- Acknowledgement that happiness and goodness are as valid as negative psychological states.
- Seligman – signature strengths need nurturing to transform our lives.
- Celebrate good things instead of focussing on the worse.
- Therapies aimed at facilitating fulfilment.
- Focus on traits that bring out goodness and excellence in the individual and how to develop these.
- Buffer for possible future mental health issues.

- Any other relevant information.

Marks	AO1
4	• Description and level of accuracy is thorough. • Depth and range included.
3	• Description and level of accuracy is reasonable. • Depth and range, but not in equal measure.
2	• Description and level of accuracy is basic. • Depth or range.
1	• Description and level of accuracy is superficial.
0	• Inappropriate answer given. • No response attempted.

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5. ‘Relationship formation is just a result of biological processes.'
With reference to this quote explain how the biological approach explains why a relationship is formed.

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context when handling qualitative data. (1a)

Credit **could** be given for:

- Release of hormones (oxytocin) e.g. creating bonds between infants and mothers.
- Neurotransmitters e.g. dopamine reward system, hit of dopamine that gives you positive feelings towards others.
- Evolutionary preparedness e.g. Buss's theory that relationships form in order for continuing the species, sex differences in mate preferences.

- Any other relevant information.

Marks	**AO2**
5	• Thorough discussion/analysis. • Depth and range of material. • Structure is logical. • Clear reference to the quote.
3-4	• Reasonable discussion/analysis. • Depth and range of material, but not in equal measure. • Structure is mostly logical. • Reasonable reference to the quote.
1-2	• Basic discussion/analysis. • Depth or range only in material used. • Structure is reasonable. • Reference to the quote is basic and/**or** superficial.
0	• Inappropriate answer given. • No response attempted.

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6. Describe the procedures of Raine, A., Buschaum, M., and LaCasse, L. (1997) '*Brain abnormalities in murderers indicated by positron emission tomography'.* [6]

This question is focused mainly on demonstrating knowledge and understanding of scientific procedures. (1b)

Credit could be given for description of:

- Opportunity sample.
- PET scans were used to study the active brain.
- Ten minutes before the injection participants were given the chance to practice trails of the continuous performance task (CPT).
- 30 seconds before the injection participants started the CPT.
- The radioactive tracer (fluorodeoxyglucose) was injected into the participant.
- After 32 minutes participants were given a PET scan.
- Ten horizontal slices (pictures) of the brain were taken- cortical peel and box technique.

- Any other relevant information.

Marks	**AO1**
5-6	• Description and level of accuracy is thorough. • Depth and range included. • Effective use of terminology.
3-4	• Description and level of accuracy is reasonable. • Depth and range but not in equal measure. • Effective use of terminology.
1-2	• Description and level of accuracy is basic. • Depth or range. • Some use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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7. (a) Describe the components of either drug therapy **OR** psychosurgery. [8]

Drug Therapy	**Psychosurgery**
Credit **could** be given for description of: • Different drug types and how they work to alleviate disorders. • Antipsychotic drugs and schizophrenia. • Antidepressant drugs and depression. • Anti-anxiety drugs used for stress and anxiety. • Any other relevant component.	Credit **could** be given for description of: • Prefrontal lobotomy. • Prefrontal leucotomy. • Stereotactic surgery. • Deep Brain Stimulation. • Any other relevant component.

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

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(b) Evaluate either drug therapy **OR** psychosurgery including its effectiveness. [10]

This question is focussed on analysing, interpreting and evaluating scientific information, ideas and evidence to make judgements and reach conclusions. (1a, 1b, 2a)

Drug Therapy	**Psychosurgery**
Credit **could** be given for evaluation of: • Research evidence on effectiveness. • Appropriateness. • Side Effects. • Reductionism. • Ethics. • CSI. • Drug Aetiology Fallacy. • Comparison to other therapies. • Any other relevant evaluation.	Credit **could** be given for evaluation of: • Research evidence on effectiveness. • Ethics. • Appropriateness. • Comparison to other therapies. • Any other relevant evaluation.

N.B. Candidates that do not include a discussion of effectiveness are unable to access the 9 – 10 mark band.

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

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8. Analyse the strengths and weaknesses of the cognitive approach. **[10]**

This question is focussed on analysing, interpreting and evaluating scientific information, ideas and evidence to make judgements and reach conclusions. (1a, 1b, 2a)

Credit **could** be given for:

NB There is no definitive list of strengths and / or weaknesses as it is subjective, and one issue can be presented as being both.

- Nomothetic.
- Reductionist.
- Mechanistic.
- Ethics.
- Nature versus nurture.
- Supporting empirical evidence.
- Application to society.

- Any other relevant information.

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

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9. In today's society the mother should still be the primary care-giver of an infant. Using psychology theories and research, discuss this viewpoint.

This question is focused on demonstrating knowledge and understanding of scientific ideas, processes, techniques and procedures. (1a, 1b)

This debate is linked to the psychodynamic 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:

- Studies that support importance of role of mother - Bowlby Attachment Theory or Maternal Deprivation Hypothesis, 44 Juvenile Thieves Study.
- Role of other care-givers, father, siblings, extended families, nanny/nurse and collective care.
- Research into effects of Day Care and Intervention Programmes.
- Research/theories from other approaches Biological and Cognitive.
- Economic, social and political impacts.

- Any other appropriate description.

Marks	AO1
10	• Description and level of accuracy is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
7-9	• Description and level of accuracy is reasonable. • Depth and range but not in equal measure. • Good use of terminology. • Mainly logical structure.
4-6	• Description and level of accuracy is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-3	• Description and level of accuracy is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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This question is focused mainly on analysing, interpreting and evaluating scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions. (1a, 1b, 2a, 2b)

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

- Studies that support the importance of the role of the mother as primary care-giver.
- Studies that undermine the validity of the importance of the mother.
- Studies that support the role of other care-givers, father, siblings, extended families, nanny/nurse and collective care.
- Studies that refute the role of other caregivers.
- Alternative methods of child care - Research into effects of Day Care and Intervention Programmes.
- Research/theories from other approaches Biological and Cognitive.
- Economic, social and political impacts.

- Any other appropriate analysis.

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

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