GCE AS MARKING SCHEME

SUMMER 2023

AS
PSYCHOLOGY – COMPONENT 1
B290U10-1

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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 AS PSYCHOLOGY – COMPONENT 1

SUMMER 2023 MARK SCHEME

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

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1. Using your knowledge of cognitive psychology, explain why a relationship is formed. [5]

Credit **could** be given for:

- Relationship Schemas – halo effect, self-schema and matching hypothesis.
- Internal Mental Processes – perception, memories of previous relationships, linguistic concepts (e.g. Sweet love), Cacioppo *et. al.* 2012- role of the striatum in learning connections between behaviour and rewards.
- Any other appropriate content.

Marks	AO1
5	• Description and level of accuracy is thorough. • Effective use of appropriate terminology.
3-4	• Description and level of accuracy is reasonable. • Good use of appropriate terminology.
1-2	• Description and level of accuracy is superficial. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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2. Describe the psychodynamic assumptions of the 'influence of childhood experiences' **and** the 'tripartite personality'. [5+5]

Childhood Experiences	**Tripartite Personality**
Credit **could** be given for description of: • Psychosexual stages; oral, anal, phallic, latency and genital. • Libido. • Fixations; frustration, overindulgence and consequences. • Oedipus and electra complex. • Freud's view of the role of mother and father. • Any other appropriate content.	Credit **could** be given for description of: • Id – works on the pleasure principle, present from birth. • Ego – works on reality principle, balances the demands of the ID and Superego and protects itself via defence mechanisms. Develops 18 months-3 years. • Superego – works on morality principle, result of resolution of Oedipus/Electra complex during phallic stage. Develops between 3-5 years of age. • Any other appropriate content.

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

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3. Describe the findings of Myers and Diener's (1995) '*Who is happy?*' research. [10]

Credit could be given for description of:

- *Is Happiness Being Young? Middle Aged? Newly Retired?*
  There was no real difference. (Ingelhart, 1990) No time of life is notably happier or unhappier than others however predictors of happiness do change with age.

- *Does Happiness Have a Favourite Sex?*
  Generally no difference. Differences in psychological conditions experienced (Robins & Reiger, 1991). Meta-analysis gender accounts for less than 1% of people's well-being. 80% of men and women said they were at least "fairly satisfied" with life. (Ingelhart, 1990).

- *Does Happiness Vary by Race?*
  There was no real difference. Score similarly on tests of self-esteem. Crocker & Major, 1989 results on how disadvantaged groups maintain their self-esteem.

- *Does Happiness Vary by Culture?*
  Large differences found. Even when income differences are controlled for, Portugal 10% say they are very happy, Netherlands about 40%. In general, collectivist cultures report lower Subjective Wellbeing (SWB) than individualistic cultures.

- *Does Money Buy Happiness?*
  Moderate positive correlations. Austin, Green & Korn, (1987), Strumpel (1976), (Ingelhart, (1990). In poorer countries financial satisfaction is a moderate predictor of SWB, as soon as people are able to afford life's necessities (e.g food and shelter), it suddenly matters a lot less. A better prediction of SWB is a person's satisfaction with income

- *The Traits of Happy People*
  The best indicators of a happy person are; self-esteem, a sense of personal control, optimism, and extraversion. Link is weaker in collectivist cultures, where the group is given priority over the individual. Happy people typically feel a stronger sense of personal control. optimists tend to be more successful, healthier and happier than pessimists. Happy people tend to be extraverted.

- *The Relationships of Happy People*
  Those with more friends are happier and have higher positive emotion.

- *The "Flow" of Happy People*
  People with greater work satisfaction also have better life satisfaction. Csikszentmihalyi, 1990).

- *The Faith of Happy People*
  Religious people report higher levels of happiness.

- Any other relevant findings from original journal article.
- Any other appropriate content.

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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. • Good 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. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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4. Loftus and Palmer's (1974) '*Reconstruction of automobile destruction; an example of the interaction between language and memory*.' is often considered to be a better piece of research compared to Bowlby's (1944) '*Forty-four juvenile thieves: Their characters and home-life*.'

Discuss the extent to which you agree with this statement. [10]

Please note that there is no list of definitive strengths and weaknesses and points mentioned could be presented as either.

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

- Use of questionnaires/interviews.
- Ethics.
- Reliability.
- Validity.
- Case studies versus experimentation.
- Recollection of real life versus video events.
- Standardised procedures.
- Time carried out.
- Approach research based on.
- Application of research findings.
- Any other appropriate content.

Marks	AO2
9-10	• Clear reference to the statement. • Thorough discussion. • Depth and range of material. • Structure is logical.
6-8	• Reasonable reference to the statement. • Reasonable discussion. • Depth and range of material, but not in equal measure. • Structure is mostly logical.
3-5	• Reference to the statement is basic. • Basic discussion. • Depth or range only in material used. • Structure is reasonable.
1-2	• No reference to the statement. • Superficial discussion. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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5. Briefly describe either drug therapy **OR** psychosurgery. [5]

Drug Therapy	**Psychosurgery**
Credit **could** be given for description of the 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. • Links to the assumptions of the approach. • Any other appropriate content.	Credit **could** be given for description of the following types of psychosurgery: • Prefrontal lobotomy. • Prefrontal leucotomy. • Stereotactic surgery. • Deep Brain Stimulation. • Links to the assumptions of the approach. • Any other appropriate content.

Marks	**AO1**
5	• Description and level of accuracy is thorough. • Effective use of terminology. • Logical structure.
3-4	• Description and level of accuracy is reasonable. • Good use of terminology. • Mostly logical structure.
1-2	• 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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6. Evaluate mindfulness **OR** quality of life therapy. [10]

Mindfulness	**Quality of Life Therapy**
Credit **could** be given for evaluation of: • Integration with other therapies e.g. psychoanalysis or CBT (MBCT). • Effectiveness of MBCT-Teasdale et al 2000. • Effectiveness of MBSR- Reibel *et. al.* (2001), recognition of founder Kabat-Zinn. • Group versus individual mindfulness. • Ethics and morals - Ruedy and Schweitzer (2010). • Any other appropriate content.	Credit **could** be given for evaluation of: • Effectiveness on adolescents – Toghyani *et. al*. (2011). • Use for depression- Grant *et. al*. (1995). • Use for multiple sclerosis patients – Aghayousefi and Yasin Seifi (2013). • Comparison with other positive psychology therapies. • Ethics - benefits in comparison of other approaches and questions on if ethical to be seeking positive states for everyone, Azar (2011). • Any other appropriate content.

Marks	**AO3**
9-10	• Thorough evaluation. • 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 evaluation. • 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 evaluation. • Evaluative comments are generic and not appropriately contextualised. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial evaluation. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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7. Analyse the strengths **and** weaknesses of the biological approach. [10]

NB Please note there is no definitive list of strengths and weaknesses and points can be presented as either of these.

Credit **could** be given for:

- Scientific.
- Deterministic.
- Focus on here and now.
- Successful applications.
- Reductionist.
- Nature rather than nurture.
- Individual differences.
- Successful therapies.
- Any other appropriate content.

Marks	AO3
9-10	• Thorough analysis is made of both strengths and weaknesses. • 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 analysis is made of both strengths and weaknesses. • 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 analysis is made of both strengths and weaknesses. **OR** • Reasonable analysis is made of the strengths or weaknesses. • Evaluative comments are generic and not appropriately contextualised. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial analysis. **OR** • Basic analysis is made of strengths or weaknesses. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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8. ‘It is not appropriate to use conditioning techniques to control the behaviour of children.’

Using psychological knowledge, discuss to what extent you agree with this statement, including reference to social and cultural diversity. [20]

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.
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:

- Theories relating to conditioning techniques- classical and operant conditioning and Seligman’s theory of Learned Helplessness.
- Research on use of conditioning techniques in schools in relation to improving behaviour and performance e.g. Levitt *et. al.* (2010), Gneezy *et. al.* (2011), McAllister *et. al.* (1969), LeFrancois (2000).
- Research on conditioning techniques at home e.g. Gill (1998).
- Research on conditioning techniques as a therapy e.g. token economies, Chaney *et. al.* (2004) Funhaler for children with asthma.
- Practical alternatives to punishment: opportunities for learning (building emotional intelligence).
- Appropriateness for vulnerable children Lovaas (1987) with children with Autistic Spectrum Disorders, ADHD and Gray’s Theory of Personality and Behavioural Inhibition System.
- Any other appropriate content.

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. • Good use of terminology. • Mainly 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. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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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. 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 discussion of:

- Nomothetic view of behaviour.
- Individual and cultural differences e.g. Lewis (1995) research on Japanese schools where little praise or reward systems used and children seem internally motivated.
- Reductionist and deterministic nature of approach that this is based on.
- Extrapolation of findings from animal-based research.
- Freewill.
- Appropriateness for vulnerable children e.g.- methodological and economic implications of Lovaas' ABA research.
- Long term emotional effects of conditioning techniques e.g. Morris (2014), consequences of lack of meeting needs for later life- psychodynamic approach.
- Reliance on extrinsic motivation e.g. Lepper *et. al*. (1973) and effect on resilience Dweck (1975), Lewis (1995).
- Negative behaviours obtained through peer role models Bricker *et. al.* (2006).
- Not dealing with underlying problems.
- Any other appropriate content.

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** 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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