GCE AS MARKING SCHEME

SUMMER 2024

AS LEVEL
PSYCHOLOGY – COMPONENT 1
B290U10-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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GCE AS PSYCHOLOGY – COMPONENT 1

SUMMER 2024 MARK SCHEME

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

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1. The computer analogy is one assumption of the cognitive approach. Describe **two** other assumptions of the cognitive approach. **[4+4]**

Internal Mental Processes Credit **will** be given for: • Humans as information processors. • Processes e.g. perception, memory, attention and language. • Introspection. • Any other appropriate content.	**Schemas** Credit **will** be given for: • Organised packets of information. • Built through experience. • Can change due to present experience. • Representation of collation of information sources. • Different types of schemas-event, role, self. • Any other appropriate content.
Credit any other relevant cognitive assumption other than computer analogy.	

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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2. Myers and Diener's (1995) *'Who is happy?*' research has been criticised for being limited.

With reference to this statement evaluate Myers and Diener's research. **[10]**

Credit **will** be given for:

Methodologies of original studies
- subjectivity in understanding happiness.
- social desirability bias versus evidence that friend's answers correlate with participants scores suggesting validity.
- Use of questionnaires/interviews and observations.
- Correlations unable to establish causation or direction of relationships.
- Utilisation of other studies and meta-analysis data.
- Samples representation of different cultures.

Alternative explanations.
- Happiness does not necessarily stay stable- Lyubomirsky (2013).

Application to today's society.
- Some cultures may have to work to survive rather than to achieve happiness.

Ethical Considerations and Social Implications
- Psychological harm.
- Socially sensitive research.
- Benefits to society in terms of productivity

N.B.Ethical considerations and social implications can be included but are not necessary in AS answers.

- Any other appropriate content.

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

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

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3. Identify **two** features of the methodology of Raine, Buchsbaum, and LaCasse's (1997) research '*Brain abnormalities in murderers indicated by positron emission tomography'.* **[2]**

Credit **will** be given for:

- Quasi experiment - IV = Not guilty by reason of insanity (NGRI) – Not manipulated by the experimenter.
- Features of Positron Emission Tomography (PET) – flurodeoxyglucose tracer; cortical peel technique; box technique.
- Matched pairs design.
- 41 murderers pleading NGRI
- 41 control subjects.
- Metabolic activity of brain regions

- Any other appropriate content.

N.B.(i) As 'positron emission tomography' appears in the question, this will not receive credit as a feature by itself. Only when specific features of positron emission tomography (such as those noted above) are identified will credit be given.
(ii) The 'Methods' section of the original article contains information about 'Subjects' and 'PET Task Procedure', so any content relating to either of these areas will receive credit.

Marks	AO1
2	• Two features identified.
1	• One feature identified.
0	• Inappropriate answer given. • No response attempted.

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

Credit **will** be given for:

- London Child Guidance Clinic 1936-1939.
- Mental tests - intelligence and emotional attitude towards these tests.
- Social worker recorded preliminary psychiatric history whilst test carried out.
- End of hour tests and history were undertaken by the psychologist and social worker and reported to psychiatrist.
- Psychiatrist then interviewed mother and child.
- End of 2 hours case conference held between the 3 people. Information and impressions pooled and school and other reports considered.
- Provisional diagnosis made.
- Majority took part in other interviews, child given psychotherapy by psychiatrist and mother discussed problems with social worker.
- In many cases weekly interview continued over 6 months.

- 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. • 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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5. (a) Describe the components of either dream analysis **OR** psychodrama. **[10]**

Dream Analysis	**Psychodrama**
Credit **will** be given for: • Dreams as revealing inner desires of the ID. • Wish fulfilment e.g. primary process thought. • Dream symbolism but not all dreams have symbolism. • Manifest and latent content (use of dreamwork). • Role of the patient and therapist in therapy. • Any other appropriate content.	Credit **will** be given for: • History of psychodrama as the first group therapy. • Use of roles in therapy e.g. protagonist, audience, director etc. • Role reversal e.g. encouraging protagonist's awareness of others. • Use of mirror technique. • Doubling; making protagonist feelings conscious. • 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. • 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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(b) Evaluate the therapy that you described in part (a) in terms of ethical considerations and effectiveness. **[10]**

Dream Analysis	**Psychodrama**
Credit **will** be given for: • Protection from psychological harm; emotional distress from past events being brought into the open. • Unethical balance of therapist control over patient, therapist as correct in their interpretation. • Overreliance of patient on therapist. • Confidentiality; patient details need to remain confidential. • False memory syndrome; patient may falsely blame someone for events that did not take place. • Solms (2000) PET scan support. • Hopfield et al (1983)- neural network support. • Any other appropriate content.	Credit **will** be given for: • Protection from psychological harm; may cause embarrassment, anxiety, bring up events that the patient is not able or ready to deal with. • Protection from physical harm; patient may harm others in the process of acting out their emotions. • Suitable support after therapy to protect the patient from harm e.g. private time for the patient and therapist. • Confidentiality; all patients personal details should remain anonymous. • Therapist professionalism; therapists should adhere to ethical guidelines created for psychodrama therapy. • Effective in dealing with past events that have not been dealt with before. • Kipper & Ritchie (2003) meta-analysis. • Wide application of settings and groups. • Moreno (1978)- children. • Effective combination with other therapies Kellerman (1992). • Any other appropriate content.
N.B. Candidates that do not include a discussion of ethical considerations **and** effectiveness are unable to access the 9–10 mark band.	

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Marks	AO3
9-10	• Thorough evaluation 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 evaluation 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 evaluation with well-developed and balanced arguments. **OR** • Reasonable evaluation 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 evaluation. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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6. Analyse the strengths of the behaviourist approach. **[10]**

Credit **will** be given for:

- Scientific.
- Deterministic.
- Focus on here and now.
- Successful applications.
- Reductionist.
- Nurture.
- Individual differences.
- Successful therapies.
- Use of non-human animals.

- Any other appropriate content.

N.B. There is no definitive list of strengths as it is subjective, and one issue can be presented as being both a strength or a weakness.

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

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7. ‘Neuroscience is unethical.’

Discuss the extent to which you agree with this viewpoint. You should use psychological knowledge in your answer. **[20]**

This debate is linked to the biological 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:

- Description of neuroscience.
- History of neuroscience (in relation to psychology).
- Work of Raine (1997).
- Work of Libet (1985).
- Work of Fuchs (2006).
- Uses of neuroscience e.g. neuromarketing, prediction of mental illness, psychopharmacology, mood and attention enhancement, further education on the brain etc.

- 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 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 **will** be given for:

- Reliability and validity of neuroscience techniques e.g. is it consistent across users, reliability of being able to predict future mental illness etc.
- Impact on the justice system e.g. predicting crime and sentencing laws.
- Impact on education e.g. intelligence tests used to support or deny entry to schools.
- Influence from the media.
- Issues of reductionism, free will, determinism etc.
- Use of neuro-ethics in neuroscience research.
- Ethical issues e.g. privacy, confidentiality, protection from harm.
- Issues of extrapolation from animal research.
- Conclusion to the debate. Overall agreement or disagreement with the quote.

- 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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