GCE AS MARKING SCHEME

SUMMER 2018

AS (NEW)
PSYCHOLOGY - UNIT 1
2290U10-1

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

GCE AS PSYCHOLOGY

Unit 1

Question	AO1	AO2	AO3	TOTAL
1	8			8
2			10	10
3	12			12
4			8	8
5	8			8
6	8			8
7	4	10		14
8			12	12
TOTAL	**40**	**10**	**30**	**80**

© WJEC CBAC Ltd.

WJEC GCE AS PSYCHOLOGY - UNIT 1

SUMMER 2018 MARK SCHEME

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

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

- Seligman (2002), traits such as happiness seen as less authentic in psychology and should be given equal attention.
- Role of signature strengths such as humour and generosity, VIA classification and survey.
- Peterson (2006), 'true miracles of human activity receive scant attention from psychologists'.
- Role of positive therapist to facilitate positive wellbeing.
- Winner (2000), importance of giftedness in education.

- Any other appropriate description.

Marks (per assumption)	**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 and level of accuracy is superficial. • No link to psychology. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

(b) Using an example from psychology, describe the positive assumption of 'focus on the good life.' **[4]**

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

- Seligman (2002), three types of life.
- Pleasant life; pursuing positive emotions.
- Good life; pursuing activities, positive connection to others.
- Meaningful life; sense of fulfilment.
- Role of relationships in helping us achieve the good life, Myers and Diener (1997).
- Importance of flow in activities such as sport and music.

- Any other appropriate description.

Marks (per assumption)	**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 and level of accuracy is superficial. • No link to psychology. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

2. Analyse the strengths **and** weaknesses of the psychodynamic approach**.** **[10]**

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

- Deterministic nature of the approach.
- Idiographic nature of the approach.
- Use of unscientific methods, unfalsifiable concepts such as unconscious mind.
- Takes into account both nature and nurture.
- Application to therapeutic methods.
- Comparison with other approaches.

- Any other appropriate analysis.

Marks	AO3
9-10	• Thorough analysis is made of both the strengths and weaknesses with well-developed and balanced arguments. • Evaluative comments are clearly relevant to the context. • Structure is logical. • Depth and range are displayed. • An appropriate conclusion is reached based on the evidence presented.
6-8	• Reasonable analysis is made of both the strengths and weaknesses with well-developed and balanced arguments. • Evaluative comments show some relevance to the context. • Structure is mostly logical. • Depth and range are displayed, but not in equal measure. • A reasonable conclusion is reached based on the evidence presented.
3-5	• Basic analysis is made of the strengths and weaknesses. **OR** • Reasonable analysis is made of the strengths or weaknesses. • Evaluative comments are generic and not appropriately contextualised. • Depth or range. • Structure is reasonable. • A basic conclusion is reached.
1-2	• Superficial analysis is made of the strengths and weaknesses. **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.

3. Describe the main components of cognitive behavioural therapy **OR** rational emotive behaviour therapy. **[12]**

Cognitive Behavioural Therapy	**Rational Emotive Behaviour Therapy**
Credit **could** be given for description of: • Cognitive element; working on faulty thoughts. • Behavioural element; reality testing and homework. • Specific techniques; dysfunctional thought diary, cognitive restructuring. • Any other appropriate description.	Credit **could** be given for description of: • ABCDE model, examples of each stage. • Musturbatory thinking. • Unconditional positive regard. • Relationship with therapist. • Any other appropriate description.

Marks	**AO1**
10-12	• Description and level of accuracy is thorough. • Depth and range are displayed. • Effective use of appropriate terminology. • Structure is logical.
7-9	• Description and level of accuracy is reasonable. • Depth and range are displayed, but not in equal measure. • Good use of appropriate terminology. • Structure is mostly logical.
4-6	• Description and level of accuracy is basic. • Depth or range. • Some use of appropriate terminology. • Structure is reasonable.
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.

4. Discuss **one** similarity and **one** difference between the biological and positive approaches. **[4+4]**

Similarities	**Differences**
Credit **could** be given for discussion of: • Scientific nature of approaches e.g. investigative methods used. • Both approaches recognise role of genetics in influencing behaviour (Lyubomirsky *et al.*, 2005) • Both approaches have led to useful therapies for treating psychiatric problems. • Any other appropriate similarity.	Credit **could** be given for discussion of: • Determinism e.g. free will taken into account by positive approach, rejected by biological approach. • Nature/Nurture e.g. both taken into account by positive approach, biological approach is nature over nurture. • Disease model of biological approach compared to focus on promoting character strengths in positive approach. • Any other appropriate difference.

Marks (per similarity/ difference)	**AO3**
4	• Thorough discussion is made of the similarity/difference. • Evaluative comments are clearly relevant to the context.
3	• Reasonable discussion is made of the similarity/difference. • Evaluative comments show some relevance to the context.
2	• Basic discussion is made of the similarity/difference. • Evaluative comments are generic and not appropriately contextualised.
1	• Superficial discussion is made of the similarity/difference. • Evaluative comments are superficial.
0	• Inappropriate answer given. • No response attempted.

5. (a) Using an example from psychology, describe **one** assumption of the cognitive approach. **[4]**

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

- Computer analogy: input, process, output; multistore model of memory.
- Internal mental processes: attention, perception, memory.
- Schemas: organised packets of information.

- Any other appropriate description.

Marks (per assumption)	**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	• Assumption is identified only. **OR** • Description and level of accuracy is superficial. • No link to psychology. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

(b) Describe how **one** assumption from the cognitive approach can be applied to the formation of relationships. **[4]**

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

- Computer analogy/internal mental processes; social exchange theory.
- Schemas; halo effect.
- Schemas; matching hypothesis.
- All of the above could be applied to a range of relationships e.g. romantic, friendships, pet and owner etc.

- Any other appropriate description.

Marks	AO1
4	• Description and level of accuracy is thorough and clearly linked to formation of relationships. • Effective use of appropriate terminology.
3	• Description and level of accuracy is reasonable and linked to formation of relationships. • Good use of appropriate terminology.
2	• Description and level of accuracy is basic. • Link to formation of relationships may not be clear. • Some use of appropriate terminology.
1	• Description and level of accuracy is superficial. • Muddled link to formation of relationships. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

6. Describe the findings of Bowlby's (1944) research '*Forty-four juvenile thieves: Their characters and home-life'.* **[8]**

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

- Character types in the sample; description of each type, frequency of each type in thief and control group.
- 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.
- 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.
- Description and examples of affectionless character type.
- Degree of stealing linked to character type.
- Aetiology leading to delinquent behaviour, separation of child from mother, emotional attitude of parents, comparisons between thief and control group.
- Both qualitative and quantitative data are relevant.

- Any other appropriate description.

Marks	AO1
7-8	• Description and level of accuracy is thorough. • Depth and range are displayed. • Effective use of appropriate terminology. • Structure is logical.
5-6	• Description and level of accuracy is reasonable. • Depth and range are displayed, but not in equal measure. • Good use of appropriate terminology. • Structure is mostly logical.
3-4	• Description and level of accuracy is basic. • Depth or range. • Some use of appropriate terminology. • Structure is reasonable.
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.

7. (a) Describe the methodology of Watson and Rayner's (1920) research '*Conditioned emotional reactions'.* **[4]**

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

- Controlled observation.
- Controlled conditions such as baseline condition and use of building blocks.
- Characteristics of Albert, nine months old, described as 'extremely phlegmatic type', calm and even tempered, 'one of the best developed youngsters ever brought to the hospital'.

- Any other appropriate description.

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

(b) *"Although there are ethical issues and methodological problems, the study of the conditioning of Little Albert is still an influential piece of research*."

With reference to the above statement, critically evaluate Watson and Rayner's (1920) research '*Conditioned emotional reactions'.'* **[10]**

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

- Methodological Issues e.g. control of variables, subjective interpretations.
- Validity Issues e.g. ecological validity, researcher bias.
- Ethical Issues e.g. risk of harm, valid consent in children.
- Sampling Issues e.g. use of only one child.
- Alternative Evidence e.g. other explanations for phobias.
- Social Implications e.g. conditioning techniques in children, aversion therapy.
- Overall judgement on study linked to quotation.

- Any other appropriate evaluation.

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

8. Evaluate drug therapy **OR** psychosurgery in terms of effectiveness **and** ethical considerations. **[12]**

Drug Therapy	**Psychosurgery**
Credit **could** be given for evaluation of: • Effectiveness: findings from research studies. • Comparability to other therapies. • Ethics of the process, valid consent, side effects. • Any other appropriate evaluation.	Credit **could** be given for evaluation of: • Effectiveness: findings from research studies. • Comparability to other therapies. • Ethics of the process, valid consent, side effects. • Any other appropriate evaluation.

Marks	**AO3**
10-12	• Thorough discussion is made of both the effectiveness and ethical issues with well-developed and balanced arguments. • Evaluative comments are clearly relevant to the context. • Structure is logical. • Depth and range are displayed. • An appropriate conclusion is reached based on the evidence presented.
7-9	• Reasonable discussion is made of both the effectiveness and ethical issues with well-developed and balanced arguments. • Evaluative comments show some relevance to the context. • Structure is mostly logical. • Depth and range are displayed, but not in equal measure. • A reasonable conclusion is reached based on the evidence presented.
4-6	• Basic discussion is made of the effectiveness and ethical issues. **OR** • Reasonable discussion is made of the effectiveness or ethical issues. • Evaluative comments are generic and not appropriately contextualised. • Depth or range. • Structure is reasonable. • A basic conclusion is reached.
1-3	• Superficial discussion is made of the effectiveness and ethical issues. **OR** • Basic discussion is made of effectiveness or ethical issues. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.