GCE AS MARKING SCHEME

SUMMER 2019

AS
PSYCHOLOGY - UNIT 1
2290U10-1

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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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WJEC GCE AS PSYCHOLOGY

Unit 1

Question	AO1	AO2	AO3	TOTAL
1	10			10
2	8			8
3		5	8	13
4	8			8
5			10	10
6	8			8
7		5		5
8			12	12
9	6			6
TOTAL	**40**	**10**	**30**	**80**

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WJEC GCE AS PSYCHOLOGY - UNIT 1

SUMMER 2019 MARK SCHEME

1. Describe the main components of dream analysis **OR** group analysis psychotherapy. [10]

Dream Analysis	**Group Analysis Psychotherapy**
Credit **could** be given for description of: • Freudian concepts of dreaming e.g. wish fulfilment, latent and manifest content. • Examples of symbolism and interpretation. • Role of the therapist. • Any other appropriate description.	Credit **could** be given for description of: • Structure of the group. • Role of the therapist. • Examples of processes involved e.g. mirroring, catharsis. • Any other appropriate description.

Marks	**AO1**
9-10	• Description and level of accuracy is thorough. • Depth and range are displayed. • Effective use of appropriate terminology. • Logical structure.
6-8	• Description and level of accuracy is reasonable. • Depth and range is displayed, but not in equal measure. • Good use of appropriate terminology. • Structure is mostly logical.
3-5	• 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. • Little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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

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

- Influence of childhood experiences: psychosexual stages of development, personality types, gender development.
- The unconscious mind: defence mechanisms, link to psychological problems.
- Tripartite personality: id, ego, superego; influence on personality.

- Any other appropriate assumption.

Marks	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 is superficial. • No link to psychology. • Little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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

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

- Influence of childhood experiences: mother child relationships, Bowlby.
- The unconscious mind: eros and thanatos, prosocial relationships.
- Tripartite personality: Oedipus complex, 8 Ages of Man, Erikson.

- Any other appropriate assumption.

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. • Little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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3. (a) Explain why a psychologist from the behaviourist approach would view aversion therapy **OR** systematic desensitisation as an appropriate therapy. [5]

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

- Principles of classical and operant conditioning.
- Counterconditioning.
- Relearning of unwanted behaviour.
- Focus on observable behaviour.

- Any other appropriate explanation.

Marks	AO2
5	• Application of knowledge linked to the approach and therapy is relevant. • Explanation and level of accuracy is thorough. • Exemplars used are well chosen.
3–4	• Application of knowledge linked to the approach and therapy has some relevance. • Explanation and level of accuracy is reasonable. • Appropriate exemplars are used.
1–2	• Application of knowledge linked to the approach and therapy is superficial or muddled. • Explanation is basic. • Exemplars are not always made relevant.
0	• Inappropriate answer given. • No response attempted.

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(b) Evaluate the effectiveness of aversion therapy **OR** systematic desensitisation. [8]

Aversion Therapy	**Systematic Desensitisation**
Credit **could** be given for evaluation of: • Findings from research studies. • Comparability to other therapies. • Unpleasant nature of the experience may reduce compliance and therefore effectiveness. • Long term effectiveness. • Any other appropriate evaluation.	Credit **could** be given for evaluation of: • Findings from research studies. • Comparability to other therapies. • Unpleasant nature of the experience may reduce compliance and therefore effectiveness. • Long term effectiveness. • Any other appropriate evaluation.

NOTE: Comments on ethical issues must be linked to effectiveness of the therapy to be creditworthy.

Marks	**AO3**
7-8	• Evaluation of effectiveness is thorough. • Depth and range are displayed. • Evaluative comments are clearly relevant to the context. • Structure is logical.
5-6	• Evaluation of effectiveness is reasonable and shows some coherence. • Depth and range is displayed, although not necessarily in equal measure. • Evaluative comments show some relevance to the context. • Structure is mostly logical.
3-4	• Evaluation of effectiveness is appropriate but basic. • Depth or range is displayed. • Evaluative comments made tend to be generic and not contextualised. • Structure is reasonable.
1-2	• Evaluation of effectiveness is superficial. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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4. Using examples from psychology, describe 'evolutionary influences' and **one** other assumption from the biological approach. [4+4]

Credit **could** be given for descriptions of:	Credit **could** be given for descriptions of:
• Evolutionary influences: natural selection, sexual selection, fight or flight response, parental investment theory. • Any other appropriate description.	• Localisation of brain function: lobes of the brain, Charles Whitman, Phineas Gage. • Neurotransmitters: process of neurotransmission, serotonin and depression, dopamine and schizophrenia. • 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 is superficial. • No link to psychology. • Little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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5. Discuss the positive approach in terms of its strengths **and** weaknesses. [10]

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

- Acknowledgement of free will.
- Use of scientific methods but difficulties in measuring some concepts like happiness.
- Takes into account both nature and nurture.
- Application to therapeutic methods.
- Comparison with other approaches.
- Change in focus for Psychology as a discipline.
- Too much focus on positive emotions thus ignoring the value of negative ones (e.g. Van Deurzen, 2009).
- Culture bias.

- Any other appropriate discussion.

Marks	AO3
9-10	• Thorough discussion 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 discussion 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 is displayed, but not in equal measure. • A reasonable conclusion is reached based on the evidence presented.
3-5	• Basic discussion is made of the strengths and weaknesses. **OR** • Reasonable discussion 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 discussion is made of the strengths and weaknesses. **OR** • Basic discussion 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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6. Describe the findings of Raine, Buchsbaum and LaCasse's (1997) research '*Brain abnormalities in murderers indicated by positron emission tomography'*. [8]

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

BRAIN DIFFERENCES
- Lower glucose metabolism in NGRI participants compared to controls in prefrontal cortex, left angular gyrus, corpus callosum.
- Abnormal asymmetries of activity in murderers (left hemisphere lower than right) in amygdala, thalamus, and medial temporal lobe including the hippocampus.
- Identical to controls in temporal lobe glucose metabolism, higher on occipital lobe glucose metabolism.
- No significant differences between murderers and controls; in caudate, putamen, globus pallidus and midbrain.

PERFORMANCE ON CPT
- No difference in any aspect of behavioural performance on the continuous performance task (CPT).

OTHER DIFFERENCES
- 6 of the murderers were left handed - less amygdala asymmetry and higher medial prefrontal activity than right handed murderers.
- 14 of the murderers were non-white - no significant differences between them and white murderers.
- 23 of the murderers had a history of head injury - did not differ from murderers with no history of brain injury apart from in the corpus callosum.

- 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.
5-6	• Description and level of accuracy is reasonable. • Depth and range is displayed, although not necessarily in equal measure. • Good use of appropriate terminology.
3-4	• Description and level of accuracy is basic. • Depth or range. • Some use of appropriate terminology.
1-2	• Description and level of accuracy is superficial. • Little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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7. A psychology teacher suggests to their students that the cognitive approach is a better explanation of behaviour than the behaviourist approach. By comparing the two approaches, explain **one** reason why the teacher might be correct in saying this.

[5]

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

- Acknowledgement of free will.
- Takes into account both nature and nurture.
- Application to therapeutic methods.

- Any other appropriate explanation.

Marks	AO2
5	• Application of knowledge linked to the scenario and the question is relevant. • Explanation and level of accuracy is thorough. • Effective use of appropriate terminology.
3 – 4	• Application of knowledge linked to the scenario and the question has some relevance. • Explanation and level of accuracy is reasonable. • Good use of terminology.
1 – 2	• Application of knowledge linked to the scenario and the question is superficial or muddled. • Explanation is basic. • Some use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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8. Critically evaluate Loftus and Palmer's (1974) research '*Reconstruction of automobile destruction: an example of the interaction between language and memory*'. [12]

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

- Methodological Issues, e.g. use of experimental method.
- Validity Issues, e.g. ecological validity, internal validity.
- Ethical Issues, e.g. deception.
- Sampling Issues, e.g. use of student participants.
- Social implications, e.g. eyewitness testimony.

- Any other appropriate evaluation.

Marks	AO3
10-12	• Evaluation is thorough. • Depth and range are displayed. • Developed and balanced arguments are made. • Evaluative comments are clearly relevant to the context. • Structure is logical. • An appropriate conclusion is reached based on the evidence presented.
7-9	• Evaluation is reasonable. • Depth and range is displayed, but not in equal measure. • Arguments are reasonable but may be one-sided. • Evaluative comments show some relevance to the context. • Structure is mostly logical. • A reasonable conclusion is reached based on the evidence presented.
4-6	• Evaluation is basic. • Depth or range. • Evaluative comments made tend to be generic and not contextualised. • Structure is reasonable. • A basic conclusion is reached.
1-3	• Evaluation is superficial. Material is muddled. • Answer does not move beyond assertions. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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9. (a) Describe the methodology **and** procedures of Myers and Diener's (1995) research '*Who is happy?'.* [3]

Credit **could** be given for description of: • Literature review process/ meta-analysis; selection of topic, search of literature. • Use of subjective well-being scale. • Any other appropriate description.	
Marks	**AO1**
3	• Description and level of accuracy is thorough. • Effective use of terminology.
2	• Description and level of accuracy is basic. • Good use of terminology.
1	• Description and level of accuracy is superficial. • Very little use of terminology.
0	• Inappropriate answer given. • No response attempted.

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(b) Outline the findings for **one** of the factors investigated as possible influences on happiness in Myers and Diener's (1995) research '*Who is happy?'.* [3]

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

- Age: no difference, different factors relevant at different ages.
- Gender: generally, no difference, 80% of men/women satisfied with life (Inglehart, 1990).
- Race: no real difference, people of different nationalities score similarly on tests of self-esteem.
- Culture: large differences found, 10% very happy in Portugal and 40% very happy in Netherlands (Inglehart, 1990), collectivist and individualist cultures.
- Money: correlation of 0.67 between national wealth and wellbeing, correlation of 0.12 between income and happiness.
- Traits of happy people: self-esteem, a sense of personal control, optimism, extraversion.
- Benefits of relationships; higher positive affect when with others, those with more friends are happier (Umberson, 1988).
- Work satisfaction and flow; Csikszentmihalyi research.
- Religion; religious people report higher levels of happiness (Poloma and Pendleton, 1990).

- Any other appropriate description.

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

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