GCE AS MARKING SCHEME

SUMMER 2023

AS
PSYCHOLOGY – UNIT 1
2290U10-1

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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 PSYCHOLOGY – UNIT 1

SUMMER 2023 MARK SCHEME

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

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1. Describe how **one** assumption from the biological approach can explain the formation of relationships. [4]

Credit **will** be given for:

- Evolutionary influences: male and female mate preferences (e.g. Buss, 1989), parental investment theory (Trivers, 1972), kin selection in sibling relationships.
- Localisation of brain function: role of limbic system in the rewards felt from romantic relationships.
- Neurotransmitters: role of oxytocin and dopamine in forming romantic relationships.
- Any other appropriate content.

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.

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2. (a) Identify **two** stimuli used by Watson and Rayner in the procedures of their 1920 research 'Conditioned emotional reactions'. [2]

Credit **will** be given for:

- Rat.
- Coat.
- Rabbit.
- Burning newspapers.
- Loud noise.
- Steel bar.
- Hammer

- Any other appropriate content.

*N.B. If candidate offers more than **two** answers, only the **first two** answers are marked.*

Marks	AO1
2	• Two correct stimuli identified.
1	• One correct stimulus identified.
0	• Inappropriate answer given. • No response attempted.

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(b) Describe the conclusions of Watson and Rayner's (1920) research 'Conditioned emotional reactions'. [4]

Credit **will** be given for:

- The study demonstrates that a fear response can be created but the intensity may be lost over time.
- It is probable that many of the phobias in psychopathology are true conditioned emotional reactions either of the direct or the transferred type.
- It is also possible that the persistence of conditioned responses will only be found in people who are not as strong willed.
- Emotional disturbances in adults cannot be traced back to sex alone, as Freudians would theorise. They must be considered with regards to conditioned and transferred responses set up in infancy and early youth in all three of the fundamental human emotions; love, fear and rage.

- Any other appropriate content.

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.

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(c) Discuss **one** ethical issue in Watson and Rayner's (1920) research 'Conditioned emotional reactions'. [4]

Credit **will** be given for:

- Risk of stress, anxiety, humiliation or pain; creation of fear response, removal of thumb when used as comfort, Watson and Rayner's claim that the harm caused would be similar to that experienced in the 'rough and tumble of the home'.
- Lack of valid consent; Albert's mother may not have been fully aware of what would happen to her son.
- Working with vulnerable individuals; Albert was only 9 months old at the start of the study, described as a 'stable' individual.
- Any other appropriate content.

N.B. If more than one ethical issue is discussed, both should be marked and credit given for the best one.

Marks	AO3
4	• Discussion of the ethical issue is thorough and there is evidence of coherent elaboration. • Evaluative comments are clearly relevant to the context.
3	• Discussion of the ethical issue is reasonable and shows some coherence. • Evaluative comments are clearly relevant to the context.
2	• Discussion of the ethical issue is appropriate but basic. • Evaluative comments made tend to be generic and not contextualised.
1	• Discussion of the ethical issue is superficial. Material is muddled. • Answer does not move beyond assertions.
0	• Inappropriate answer given. • No response attempted.

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3. Describe the main components of **one** therapy from the positive approach (mindfulness **OR** quality of life therapy). [10]

Mindfulness Credit **will** be given for: • Meditation and mindful breathing processes. • Specific examples such as Mindfulness Based Stress Reduction (MBSR) and the .B schools programme. • Role of informal practice. • Role of therapist. • Any other appropriate content.	Quality of Life Therapy Credit **will** be given for: • Use of Quality of Life Inventory. • CASIO model (Five Paths to Happiness). • Three Pillars. • Role of therapist. • Any other appropriate content.

Marks	**AO1**
9-10	• Description and level of accuracy is thorough. • Depth and range are displayed. • Effective use of appropriate terminology. • Structure is logical.
6-8	• 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.
3-5	• 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. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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4. Describe the methodology and procedures of Loftus and Palmer's (1974) research 'Reconstruction of automobile destruction: an example of the interaction between language and memory'. [12]

Credit **will** be given for:

<u>Methodology</u>

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

<u>Procedures: Experiment I</u>

- Seven films were shown of traffic accidents, and the length of the film segments ranged from 5-30 seconds.
- Participants were given a questionnaire.
- The first question asked them to, "give an account of the accident you have just seen."
- Participants were then given specific questions about the accident.
- 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 (in mph).
- The experiment lasted about an hour and a half.

<u>Procedures: Experiment II</u>

- The students were shown a film of a multiple car crash.
- The film lasted less than a minute. The actual accident lasted less than 4 seconds.
- Participants were given a questionnaire.
- The first question asked them to describe the accident in their own words.
- 50 participants were asked, "How fast were the cars going when they smashed into each other?"
- 50 participants were asked "How fast were the cars going when they hit each other?"
- The final 50 participants were a 'control' group and were not exposed to any question.
- 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?"
- There was no broken glass in the accident, but since broken glass is associated with high speed accidents, the subjects in the smashed condition were expected to say 'yes' more often.

- Any other appropriate content.

N.B. If only one experiment is covered then maximum marks available is 6 marks.

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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.

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5. Compare and contrast the behaviourist and psychodynamic approaches in terms of their similarities and differences. [10]

Credit **will** be given for:

- Scientific nature e.g. behaviourist adopts a more scientific approach.
- Determinism e.g. both approaches are deterministic but focus on different influences as the cause of behaviour.
- Nature/Nurture e.g. both taken into account by psychodynamic, behaviourist focuses on nurture.
- Nomothetic/Idiographic e.g. nomothetic approach taken by behaviourist, idiographic for psychodynamic.
- Applications to therapy e.g. both applied to therapy.
- Any other appropriate content.

Marks	AO3
9-10	• Thorough discussion is made of both the similarities and differences. • Depth and range are displayed. • Structure is logical throughout. • An appropriate conclusion is reached.
6-8	• Reasonable discussion is made of both the similarities and differences. • Depth and range is displayed, although not necessarily in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached.
3-5	• Basic discussion is made of the similarities and differences. • Depth or range. **OR** • Reasonable discussion is made of the similarities or differences. • Structure is reasonable. • Basic statement or may not be a conclusion.
1-2	• Superficial analysis is made of the similarities and differences. **OR** • Basic analysis is made of similarities or differences. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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6. Using examples from psychology, describe **two** assumptions of the psychodynamic approach. [4+4]

Credit **will** be given for:

- 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 content.

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. • Description is superficial. • No link to psychology. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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7. Rhian has been suffering with a mental health problem and has been advised to consider using a therapy from the cognitive approach. Before she starts the therapy, she expresses concerns to her doctor that it may not work and wants to know if there are any ethical considerations she should be aware of.

With reference to Rhian's concerns, evaluate the therapy from the cognitive approach you have studied (either cognitive behavioural therapy **OR** rational emotive behaviour therapy). [10]

Credit **will** be given for:

- Effectiveness: findings from research studies that show that the therapy may or may not work for Rhian.
- Comparability to other therapies: Rhian may benefit more from other therapies such as drug therapy.
- Ethics of the process: should Rhian be concerned about the issues?
- Validity of the assumption on which therapy is based: the cause of Rhian's mental health problem may not be irrational thoughts and therefore the therapy may not be appropriate.

- Any other appropriate content.

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

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8. Evaluate Myers and Diener's (1995) research 'Who is happy?'. [8]

Credit **will** be given for:

- Methodological Issues e.g. researcher bias in literature review, use of correlations.
- Validity Issues e.g. social desirability in self report studies, subjective nature of concepts measured like wellbeing.
- Ethical Issues e.g. risk of harm in self report and observation studies.
- Sampling Issues e.g. representation of different cultures.
- Social implications e.g. socially sensitive research, usefulness to society.

- Any other appropriate content.

N.B. It is appropriate to evaluate Myers and Dieners research AND the methods used by the studies they include as part of the literature review. However comments should be contextualised to reach the higher bands.

Marks	AO3
7-8	• Thorough evaluation. • Depth and range are displayed. • Evaluative comments are clearly relevant to the context. • Structure is logical throughout.
5-6	• Reasonable evaluation. • Depth and range is displayed, although not necessarily in equal measure. • Evaluative comments are clearly relevant to the context. • Structure is mostly logical.
3-4	• Basic evaluation. • Depth or range. • Evaluative comments made tend to be generic and not contextualised. • Structure is reasonable.
1-2	• Superficial evaluation. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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9. Identify and explain **two** strengths of the biological approach. [4+4]

Credit **will** be given for:
- Deterministic nature of the approach.
- Nomothetic nature of the approach.
- Scientific nature of the approach.
- Useful applications of the approach.

- Any other appropriate content.

Marks (per strength)	**AO3**
4	• Strength is identified, explained and has detailed reference to the approach.
3	• Strength is identified, explained and there is some link to the approach. **OR** • Strength is identified, briefly explained and has detailed reference to the approach.
2	• Strength is identified and briefly explained, with no link to the approach.
1	• Strength identified only.
0	• Inappropriate answer given. • No response attempted.

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