# GCE AS MARKING SCHEME

**SUMMER 2024**

**AS**
**PSYCHOLOGY – UNIT 1**
**2290U10-1**

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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 PSYCHOLOGY – UNIT 1**

**SUMMER 2024 MARK SCHEME**

| Question | AO1 | AO2 | AO3 | TOTAL |
|---|---|---|---|---|
| **1** | 8 | | 10 | **18** |
| **2** | 4 | | | **4** |
| **3** | 8 | | | **8** |
| **4** | | 5 | 10 | **15** |
| **5** | 4 | | 4 | **8** |
| **6** | 10 | | | **10** |
| **7** | | 5 | | **5** |
| **8** | 6 | | | **6** |
| **9** | | | 6 | **6** |
| **TOTAL** | **40** | **10** | **30** | **80** |



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1. (a) Using examples from psychology, describe the following assumptions of the psychodynamic approach:

(i) 'The unconscious mind'. [4]

| Credit **will** be given for:<br>• Parts of unconscious mind, conscious, preconscious, unconscious.<br>• Iceberg analogy.<br>• Defence mechanisms, link to psychological problems.<br>• Any other appropriate content. | |
|---|---|
| **Marks** | **AO1** |
| **4** | • Description and level of accuracy is thorough and clearly linked to psychology.<br>• Effective use of appropriate terminology. |
| **3** | • Description and level of accuracy is reasonable and linked to psychology.<br>• Good use of appropriate terminology. |
| **2** | • Description and level of accuracy is basic.<br>• Link to psychology may not be clear.<br>• Some use of appropriate terminology. |
| **1** | • Description is superficial.<br>• No link to psychology.<br>• Very little use of appropriate terminology. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |

(ii) 'Tripartite personality'. [4]

| Credit **will** be given for:<br>• Features of id, ego, superego.<br>• Role of ego in managing demands of id and superego.<br>• Influence on personality e.g. dominant id linked to aggression and selfishness.<br>• Any other appropriate content. | |
|---|---|
| **Marks** | **AO1** |
| **4** | • Description and level of accuracy is thorough and clearly linked to psychology.<br>• Effective use of appropriate terminology. |
| **3** | • Description and level of accuracy is reasonable and linked to psychology.<br>• Good use of appropriate terminology. |
| **2** | • Description and level of accuracy is basic.<br>• Link to psychology may not be clear.<br>• Some use of appropriate terminology. |
| **1** | • Description is superficial.<br>• No link to psychology.<br>• Very little use of appropriate terminology. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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1. (b) Evaluate the psychodynamic approach. [10]

Credit **will** be given for:

- Deterministic nature of the approach.
- Nomothetic nature of the approach.
- Interactionist nature of the approach.
- Comparison with other approaches.
- Use of scientific method.
- Application to therapeutic methods.
- Any other appropriate content.

| Marks | AO3 |
|---|---|
| **9-10** | • Thorough evaluation is made of the approach.<br>• Evaluative comments are clearly relevant to the context.<br>• Structure is logical.<br>• Depth and range are displayed.<br>• An appropriate conclusion is reached based on the evidence presented. |
| **6-8** | • Reasonable evaluation is made of the approach.<br>• Evaluative comments show some relevance to the context.<br>• Structure is mostly logical.<br>• Depth and range are displayed, but not in equal measure.<br>• A reasonable conclusion is reached based on the evidence presented. |
| **3-5** | • Basic evaluation is made of the approach.<br>• Evaluative comments are generic and not appropriately contextualised.<br>• Structure is reasonable.<br>• Depth or range.<br>• A basic conclusion is reached. |
| **1-2** | • Superficial evaluation is made of the approach.<br>• Evaluative comments are superficial.<br>• Answer lacks structure.<br>• No conclusion. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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2. Describe how a relationship is formed, using **one** assumption from the behaviourist approach. [4]

| Credit **will** be given for:<br>Behaviour learnt through conditioning:<br>• Classical conditioning, mother and child, association formed with food.<br>• Operant conditioning, mother and child, cupboard love.<br>• Operant conditioning, pet and owner, positive reinforcement.<br>• Any other appropriate content. | |
|---|---|
| **Marks** | **AO1** |
| **4** | • Description and level of accuracy is thorough.<br>• Description is clearly linked to formation of relationships.<br>• Effective use of appropriate terminology. |
| **3** | • Description and level of accuracy is reasonable.<br>• Description is linked to formation of relationships.<br>• Good use of appropriate terminology. |
| **2** | • Description and level of accuracy is basic.<br>• Link to formation of relationships may not be clear.<br>• Some use of appropriate terminology. |
| **1** | • Description and level of accuracy is superficial.<br>• Muddled link to formation of relationships.<br>• Little use of appropriate terminology. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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3. Describe the findings of Watson and Rayner's (1920) research *'Conditioned Emotional Reactions'*. [8]

Credit **will** be given for:

- Eight months, 26 days: Time 1: Albert 'started violently, his breathing was checked and the arms were raised in a characteristic manner.' Time 2: 'in addition the lips began to pucker and tremble.' Time 3: 'the child broke into a sudden crying fit. This was the first time an emotional situation in the laboratory has produced any fear or even crying in Albert.'
- Approximately nine months: 'At no time did this infant ever show fear in any situation.'
- 11 months 3 days: When the bar was struck he jumped violently and fell forward, burying his face in the mattress. He did not cry.
- 11 months 10 days: Joint stimulation with rat and sound: Albert starts to cry. Each time joint stimulation is repeated Albert cries and starts withdrawing from the rat as soon as it is presented. The rat is presented alone. Albert immediately starts crying and quickly crawls away.
- 11 months 15 days: Blocks = plays with them. Rat alone = Whimpers immediately, withdrew right hand and turned head and trunk away. When presented with it again he fell over, got up on all fours and scurried away. Rabbit alone = he immediately turned away from the animal and then began to cry. When the rabbit was placed in contact with him he crawled away from it, crying as he went. Dog = did not produce such a violent reaction as the rabbit. When the dog came close to his head (he was lying down), he sat up, fell over and turned his head away. He began to cry. Fur coat = withdrew immediately and began to fret. Cotton wool = when his hand touched it he immediately withdraw it but did not show the shock that the animals or fur coat produced. Watsons' hair = completely negative reaction. Other observers' hair = Albert played with their hair. Santa Claus Mask = 'pronouncedly negative'.
- 11 months 20 days: rat presented alone = no sudden fear reaction although he did hold his hands away from the animal. Rabbit is presented alone = Albert turned away from the animal. Dog presented alone = Albert turned away and cried until the dog left. Rat is presented alone = a slight negative reaction. Joint stimulation with rat and sound = Albert jumped violently. Rat is presented alone = no initial reaction, but when the rat was placed nearer he began to whimper and draw back. Rabbit is presented alone = Albert whimpered and fell backwards. Dog was presented alone = There was not much of a reaction until the dog barked, whereupon Albert began wailing and continued until the dog was removed.
- 1 year 21 days: Santa Claus mask = withdrawal, then slapped at it without touching it. When forced to touch it he whimpered and cried. Fur coat = He withdrew his body and when the coat was placed in contact with him he began to cry. Blocks = Played with them as usual. The rat = there was a slight negative reaction. The rabbit = Albert pushed the rabbit away with his feet whilst withdrawing his body. When the rabbit moved towards him he began wailing. When his hand was placed on the rabbit's back, he withdrew it immediately and covered his face with both hands. The dog = Albert began to cry but did not fall over backwards as he had done when he dog was last presented.
- Incidental observations: Thumb-sucking as a way of blocking fear and unpleasant stimuli.
- During the course of these experiments, especially in the final test, whenever Albert was on the verge of tears or emotionally upset, he would put his thumb in his mouth. The moment he did so, he became impervious to the fear-producing stimuli.
- Any other appropriate content.



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| Marks | AO1 |
|---|---|
| **7-8** | • Description and level of accuracy is thorough.<br>• Depth and range are displayed.<br>• Effective use of appropriate terminology. |
| **5-6** | • Description and level of accuracy is reasonable.<br>• Depth and range is displayed, although not necessarily in equal measure.<br>• Good use of appropriate terminology. |
| **3-4** | • Description and level of accuracy is basic.<br>• Depth or range.<br>• Some use of appropriate terminology. |
| **1-2** | • Description and level of accuracy is superficial.<br>• Little use of appropriate terminology. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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4. (a) Explain why a psychologist from the biological approach would view drug therapy **OR** psychosurgery as an appropriate therapy. [5]

Credit **will** be given for:
- Focus on biological processes.
- Use of medical model.
- Imbalance of brain chemistry or problems with brain areas.
- Examples of biological processes changed by use of therapy.
- Any other appropriate content.

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



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4. (b) Critically evaluate drug therapy **OR** psychosurgery. [10]

| **Drug Therapy**<br>Credit **will** be given for:<br>• Effectiveness: findings from research studies.<br>• Comparability to other therapies.<br>• Ethics of the process, valid consent, side effects.<br>• Any other appropriate content. | **Psychosurgery**<br>Credit **will** be given for:<br>• Effectiveness: findings from research studies.<br>• Comparability to other therapies.<br>• Ethics of the process, valid consent, side effects.<br>• Any other appropriate content. |
|---|---|

| **Marks** | **AO3** |
|---|---|
| **9-10** | • Thorough evaluation.<br>• Evaluative comments are clearly relevant to the context.<br>• Structure is logical.<br>• Depth and range are displayed.<br>• An appropriate conclusion is reached based on the evidence presented. |
| **6-8** | • Reasonable evaluation.<br>• Evaluative comments show some relevance to the context.<br>• Structure is mostly logical.<br>• Depth and range is displayed, but not in equal measure.<br>• A reasonable conclusion is reached based on the evidence presented. |
| **3-5** | • Basic evaluation.<br>• Evaluative comments are generic and not appropriately contextualised.<br>• Structure is reasonable.<br>• Depth or range.<br>• A basic conclusion is reached. |
| **1-2** | • Superficial evaluation.<br>• Evaluative comments are superficial.<br>• Answer lacks structure.<br>• No conclusion. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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5. (a) Using examples from psychology, describe **one** assumption of the positive approach. [4]

| Credit **will** be given for:<br>• Acknowledgement of free will: mindfulness, Myers and Diener (1995).<br>• Authenticity of goodness and excellence: Seligman (2002), signature strengths, VIA classification.<br>• Focus on the 'good life': Seligman (2002), three types of life; pleasant life, good life, meaningful life, importance of flow.<br>• Any other appropriate content | |
|---|---|
| **Marks** | **AO1** |
| **4** | • Description and level of accuracy is thorough and clearly linked to psychology.<br>• Effective use of appropriate terminology. |
| **3** | • Description and level of accuracy is reasonable and linked to psychology.<br>• Good use of appropriate terminology. |
| **2** | • Description and level of accuracy is basic.<br>• Link to psychology may not be clear.<br>• Some use of appropriate terminology. |
| **1** | • Description is superficial.<br>• No link to psychology.<br>• Very little use of appropriate terminology. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |

(b) Discuss **one** similarity between the positive and cognitive approaches. [4]

| Credit **will** be given for:<br>• Determinism e.g. 'free will' acknowledged in therapies from both approaches.<br>• Scientific Status e.g. both approaches use scientific methods to investigate ideas.<br>• Nature/Nurture e.g. both approaches recognise role of nature and nurture influences<br>• Any other appropriate content. | |
|---|---|
| **Marks** | **AO3** |
| **4** | • Thorough discussion is made of the similarity.<br>• Evaluative comments are clearly relevant to the context. |
| **3** | • Reasonable discussion is made of the similarity.<br>• Evaluative comments show some relevance to the context. |
| **2** | • Basic discussion is made of the similarity.<br>• Evaluative comments are generic and not appropriately contextualised. |
| **1** | • Superficial discussion is made of the similarity.<br>• Evaluative comments are superficial. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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6. Describe the main components of the therapy you have studied from the cognitive approach (cognitive behavioural therapy **OR** rational emotive behaviour therapy). [10]

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

| **Marks** | **AO1** |
|---|---|
| **9-10** | • Description and level of accuracy is thorough.<br>• Depth and range are displayed.<br>• Effective use of appropriate terminology.<br>• Structure is logical. |
| **6-8** | • Description and level of accuracy is reasonable.<br>• Depth or range is displayed, although not necessarily in equal measure.<br>• Good use of appropriate terminology.<br>• Structure is mostly logical. |
| **3-5** | • Description and level of accuracy is basic.<br>• Depth or range.<br>• Some use of appropriate terminology.<br>• Structure is reasonable. |
| **1-2** | • Description and level of accuracy is superficial.<br>• Very little use of appropriate terminology.<br>• Answer lacks structure. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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7. ‘Loftus and Palmer’s (1974) research has important and useful implications for society’.
With reference to the statement, briefly explain the social implications of Loftus and Palmer’s (1974) research *‘Reconstruction of automobile destruction: an example of the interaction between language and memory’*. [5]

Credit **will** be given for:
- Implications of research for police questioning techniques e.g. use of cognitive interview.
- Implications of research for use of eyewitnesses as evidence in court.
- Awareness of leading questions in educational and health settings.
- Financial cost to society of wrongful convictions.
- Any other appropriate content.

| Marks | AO2 |
|---|---|
| **5** | • Application of knowledge linked to explanation of social implications and the quote is relevant.<br>• Explanation and level of accuracy is thorough. |
| **3-4** | • Application of knowledge linked to explanation of social implications and the quote has some relevance.<br>• Explanation and level of accuracy is reasonable. |
| **1-2** | • Application of knowledge linked to explanation of social implications and the quote is superficial or muddled.<br>• Explanation is basic. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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8. Describe the conclusions of Raine, Buchsbaum and LaCasse's (1997) research '*Brain abnormalities in murderers indicated by positron emission tomography'*. [6]

Credit **will** be given for:

- The results support previous research which has identified links between areas of the brain and aggression.
- The findings of this study suggest that the neural processes underlying violence are complex and cannot be reduced to single brain mechanisms causing violence in a direct causal fashion.
- Murderers pleading NGRI have statistically significant differences in glucose metabolism in certain brain regions compared to control subjects.
- Reduced activity in the prefrontal, parietal, and callosal regions of the brain, together with abnormal asymmetries of activity in the amygdala, thalamus, and hippocampus, may be one of many predispositions toward violence in this specific group.
- Raine *et al.,* emphasises a number of points that the results do not demonstrate:
- Firstly these findings cannot be taken to demonstrate that violence is determined by biology alone; clearly, social, psychological, cultural, and situational factors also play important roles in predisposing to violence.
- Secondly, the data does not demonstrate that murderers pleading NGRI are not responsible for their actions, nor do they demonstrate that PET can be used as a diagnostic technique.
- Third, these findings do not establish causal link between brain dysfunction and violence.
- Fourth, findings cannot be generalised at the present date from NGRI murder cases to other types of violent offenders.
- As with all initial findings, future independent replication, refinement, and extension are greatly needed.
- Any other appropriate content.

| Marks | AO1 |
|---|---|
| **5-6** | • Description and level of accuracy is thorough.<br>• Depth and range are displayed.<br>• Effective use of appropriate terminology. |
| **3-4** | • Description and level of accuracy is reasonable.<br>• Depth and range are displayed, although not necessarily in equal measure.<br>• Good use of appropriate terminology. |
| **1-2** | • Description and level of accuracy is superficial or limited.<br>• Little use of appropriate terminology. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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9. Evaluate mindfulness **OR** quality of life therapy in terms of its ethical considerations. [6]

| **Mindfulness** | **Quality of Life Therapy** |
|---|---|
| Credit **will** be given for:<br>• A more positive approach than many other therapies, promotion of free will and empowerment.<br>• Limited risk of harm but with some potential negative effects e.g. dark night phenomenon.<br>• Widely available and accessible to all.<br>• Any other appropriate content. | Credit **will** be given for:<br>• A more positive approach than many other therapies, promotion of free will and empowerment.<br>• Limited risk of harm.<br>• Focused on future goals rather than past trauma.<br>• Any other appropriate content. |

| **Marks** | **AO3** |
|---|---|
| **5-6** | • Evaluation of ethical considerations is thorough and there is evidence of coherent elaboration.<br>• Depth and range are displayed.<br>• Evaluative comments are clearly relevant to the context.<br>• Structure is logical throughout. |
| **3-4** | • Evaluation of ethical considerations is reasonable and shows some coherence.<br>• Depth and range is displayed, although not necessarily in equal measure.<br>• Evaluative comments are clearly relevant to the context.<br>• Structure is mostly logical. |
| **1-2** | • Evaluation of ethical considerations is superficial.<br>• Material is muddled.<br>• Answer lacks structure. |
| **0** | • Inappropriate answer given.<br>• No response attempted. |



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