GCE AS MARKING SCHEME

SUMMER 2025

AS
PSYCHOLOGY – UNIT 1
2290U10-1

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

GCE PSYCHOLOGY – UNIT 1

SUMMER 2025 MARK SCHEME

Question	AO1	AO2	AO3	TOTAL
1	8			8
2	10			10
3		5		5
4			8	8
5	10			10
6	4			4
7		5		5
8			10	10
9	4			4
10	4			4
11			12	12
TOTAL	**40**	**10**	**30**	**80**

© WJEC CBAC Ltd.

1(a)	**Using examples from psychology, describe the following assumptions of the behaviourist approach:** **'Humans and animals learn in similar ways'.**	**4**

Credit **will** be given for:
- Types of conditioning seen in animals.
- Generalising animal research to humans.
- Use of token economies based on animal research into conditioning.
- Any other appropriate content.

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

1(b)	**'Blank slate'.**	**4**

Credit **will** be given for:
- Tabula rasa.
- Role of conditioning behaviour.
- Little Albert Study.
- Any other appropriate content.

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

© WJEC CBAC Ltd.

2	**Therapies from the biological approach include drug therapy and psychosurgery. Describe the main components of <u>one</u> of these therapies**	**10**

Drug Therapy Credit **will** be given for: Mode of action of specific drugs such as: • Antidepressant drugs. • Antipsychotic drugs. • Antianxiety drugs. • Any other appropriate content.	**Psychosurgery** Credit **will** be given for: Examples of psychosurgery such as: • Prefrontal lobotomy. • Deep brain stimulation. • 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 or range is displayed, although not necessarily 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.

© WJEC CBAC Ltd.

3	**A psychology tutor suggests to their students that the psychodynamic approach is a weaker explanation of behaviour than the biological approach. Explain why the tutor might be correct.**	**5**

Credit **will** be given for:

- Scientific nature of the biological approach compared to psychodynamic.
- Applications to therapy used more widely in the biological approach compared to psychodynamic.
- Nomothetic approach taken by biological approach may be more useful than the idiographic approach of psychodynamic.
- Any other appropriate content.

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

© WJEC CBAC Ltd.

4(a)	**Using examples from psychology, explain <u>one</u> strength of the positive approach.**	**4**

Credit **will** be given for:
- Acknowledgement of free will.
- Use of scientific methods
- Takes into account both nature and nurture.
- Application to therapeutic methods.
- Change in focus for Psychology as a discipline.
- Any other appropriate content.

4	• Reasonable explanation. • Detailed reference to example(s).	
3	• Reasonable explanation. • Some reference to example(s).	• Basic explanation. • Detailed reference to example(s).
2	• Reasonable explanation. • No reference to example(s).	• Basic explanation. • Some reference to example(s).
1		• Basic explanation. • No reference to example(s).
0	• Inappropriate answer given. • No response attempted.	• Inappropriate answer given. • No response attempted.

© WJEC CBAC Ltd.

4(b)	**Using examples from psychology, explain one weakness of the positive approach.**	4

Credit **will** be given for:

- Acknowledgement of free will.
- Difficulties in measuring some concepts like happiness.
- Too much focus on positive emotions thus ignoring the value of negative ones (e.g. Van Deurzen, 2009).
- Culture bias.
- Any other appropriate content.

4	• Reasonable explanation. • Detailed reference to example(s).	
3	• Reasonable explanation. • Some reference to example(s).	• Basic explanation. • Detailed reference to example(s).
2	• Reasonable explanation. • No reference to example(s).	• Basic explanation. • Some reference to example(s).
1		• Basic explanation. • No reference to example(s).
0	• Inappropriate answer given. • No response attempted.	• Inappropriate answer given. • No response attempted.

© WJEC CBAC Ltd.

5(a)	**Outline the findings for <u>two</u> of the factors investigated as possible influences on happiness in Myers and Diener's (1995) research *'Who is happy?'*.**	**3+3**

Credit **will** be given for:

- 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 content.

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

5(b)	**In 1995, Myers and Diener published their research *'Who is happy?'*. Outline the conclusions from this research.**	**4**

Credit **will** be given for:

- Theory of happiness should consist of importance of adaptation, cultural world view and values and goals.
- Research into happiness is a "welcome complement" to psychological studies about depression etc.
- Research into happiness will help us "better understand how to build a world that enhances human well-being".
- Any other appropriate content.

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

© WJEC CBAC Ltd.

6	**Using your knowledge of one assumption from the cognitive approach, explain the formation of a relationship.**	**4**

Credit **will** be given for:
- 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 content.

Marks	AO1
4	• Description and level of accuracy is thorough. • Description is clearly linked to formation of relationships. • Effective use of appropriate terminology.
3	• Description and level of accuracy is reasonable. • Description is 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.

7	**Rhys has been learning about the assumptions of the psychodynamic approach and how they are used in therapy. Explain how the psychodynamic approach has been applied to either dream analysis OR group analysis psychotherapy.**	**5**

Credit **will** be given for:
- Focus on accessing unconscious mind.
- Process of insight and catharsis.
- Interpretation of early childhood experiences.
- Any other appropriate content.

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.

© WJEC CBAC Ltd.

8	**Critically evaluate either aversion therapy <u>OR</u> systematic desensitisation**	**10**

Aversion Therapy	**Systematic Desensitisation**
Credit **will** be given for: • Effectiveness: findings from research studies. • Comparability to other therapies. • Ethics of the process, valid consent, side effects. • Any other appropriate content.	Credit **will** be given for: • Effectiveness: findings from research studies. • Comparability to other therapies. • Ethics of the process, valid consent, side effects. • Any other appropriate content.

Marks	**AO3**
9-10	• Thorough discussion. • 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. • 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. • 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.

© WJEC CBAC Ltd.

9	**Briefly describe the methodology of Bowlby's (1944) research *'Forty-four juvenile thieves: Their characters and home-life'*.**	**4**

Credit **will** be given for:

- This research was a series of case studies.
- There was a control group.
- The analysis of the data looked at an association between the two groups.
- The group of 'thieves' were 44 children whose stealing was either a serious or a transitory problem. They had been referred to a Child Guidance Clinic. Only a few of them had actually been charged in court due to their age; over half were under the age of 11. There were 31 boys and 13 girls in the group. Half of the cases were instances of chronic and serious thieving lasting very long periods (Grade 4). In ten cases, there had been persistent but irregular, mild thieving (Grade 3). In eight, there had been a few thefts only (Grade 2) and in four only one theft (Grade 1).
- The control group were from the same clinic but had not stolen. The controls were of a similar age, intelligence and economic status as the experimental group.
- The mothers of all participants were involved in the research via interviews in order to assess the case histories of the children.
- 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. • Little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

© WJEC CBAC Ltd.

10	**Briefly describe the procedures of Raine, Buchsbaum and LaCasse's (1997) research *'Brain abnormalities in murderers indicated by positron emission tomography'*.**	**4**

Credit **will** be given for:

- PET scans were used to study the active brain.
- Ten minutes before the injection participants were given the chance to practice trials of the continuous performance task (CPT).
- 30 seconds before the injection participants started the CPT.
- The radioactive tracer (fluorodeoxyglucose) was injected into the participant.
- After 32 minutes participants were given a PET scan.
- Ten horizontal slices (pictures) of the brain were taken.
- 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. • Little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

© WJEC CBAC Ltd.

11	**Evaluate 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:

- Methodological Issues, e.g. use of experimental method.
- Validity Issues, e.g. ecological validity, internal validity.
- Ethical Issues, e.g. deception used to improve validity.
- Sampling Issues, e.g. use of student participants.
- Any other appropriate content.

Marks	AO3
10-12	• Thorough discussion. • 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. • 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. • Evaluative comments are generic and not appropriately contextualised. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-3	• Superficial discussion. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

© WJEC CBAC Ltd.