



GCE MARKING SCHEME

**PSYCHOLOGY
AS/Advanced**

JANUARY 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2012 examination in GCE PSYCHOLOGY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

Unit	Page
PY1	1
PY2	6
PY3	19
PY4	30

PY1

Q.1 (a) Outline **two** assumptions of the biological approach. **[4]**

Credit could be given for an outline of the following:

- Brain organisation (e.g. lobes, hemispheres)
- Brain chemistry (e.g. neurotransmitters)
- Hormones
- The CNS/ANS
- The role of genetics/evolution

Marks	AO1
3-4	Two relevant assumptions are identified and detailed.
1-2	One relevant assumption is identified and detailed or two assumptions are identified briefly.
0	No relevant knowledge or understanding.

(b) Describe Selye's General Adaptation Syndrome. **[8]**

Credit could be given for a description of the following:

- Selye's investigative techniques with rats.
- Physiological changes occurring during the Alarm stage.
- Physiological changes occurring during the Resistance stage.
- Physiological changes occurring during the Exhaustion stage.

Marks	AO1
7-8	Content is accurate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, although not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
5-6	Content is reasonably accurate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.
3-4	Content is described in basic detail; material is used in a relevant manner but is limited. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-2	Content is superficial; material is muddled and/or incoherent. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

- Q.2** Describe how the behaviourist approach has been applied in either aversion therapy or systematic desensitization. **[12]**

Credit could be given for a description of the following:

- The aims/underlying assumptions of aversion therapy/systematic desensitization.
- Main features of aversion therapy/systematic desensitization.
- Role of the therapist in aversion therapy/systematic desensitization.
- Examples of the application of aversion therapy/systematic desensitization.
- Findings from identifiable research into the effectiveness of aversion therapy/systematic desensitization.
- Any other relevant material

Marks	AO1
10-12	Description of the therapy is accurate and well detailed. Material is used in a highly effective manner and is thorough. There is evidence of coherent elaboration. The link to the approach is clearly demonstrated. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
7-9	Description of the therapy is reasonably accurate but less detailed. Material is used in an effective manner. There is evidence of elaboration. The link between the approach and the therapy is evident. The use of language including grammar, punctuation and spelling will be accurate, logical and clear.
4-6	The therapy is described in basic detail; material is used in a relevant manner but is limited. Limited or no link is made with the approach. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	The description of the therapy is superficial; material may be muddled and/or incoherent. Limited or no link is made with the approach. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

Q.3 (a) Evaluate **two** strengths of the psychodynamic approach. **[6]**

Credit could be given for a discussion of the following:

- Idiographic nature of the approach
- Emphasis on the importance of childhood experience/unconscious mind.
- Therapeutic applications.
- The impact the approach has had on psychology.
- Interactionist nature of the approach.
- Any other relevant material.

Marks	AO2
4-6	Two strengths are evaluated. They are clearly and thoroughly explained. <u>Or</u> one strength is clearly and thoroughly explained and one lacks clarity and/or detail.
1-3	One strength is clearly and thoroughly explained, or two strengths are evident but lack clarity and/or detail.
0	No relevant evaluation.

(b) Evaluate **two** weaknesses of the psychodynamic approach. **[6]**

Credit could be given for a discussion of the following:

- The deterministic nature of the approach.
- Concepts are abstract and difficult to falsify (unscientific).
- Idiographic nature of the approach.
- Any other relevant material.

Marks	AO2
4-6	Two weaknesses are evaluated. They are clearly and thoroughly explained. <u>Or</u> one weakness is clearly and thoroughly explained and one lacks clarity and/or detail.
1-3	One weakness is clearly and thoroughly explained, or two weaknesses are evident but lack clarity and/or detail.
0	No relevant evaluation.