



GCE MARKING SCHEME

**PSYCHOLOGY
AS/Advanced**

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the SUMMER 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.

PY1

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

Credit **could** be given for outlining of the following:

- Psychology as a pure science.
- Computer analogy.
- Information processing approach.
- Any other relevant material.

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.
0	No relevant knowledge or understanding.

(b) Describe attribution theory. **[8]**

Credit **could** be given for the following:

- Heider's situational vs dispositional attributions.
- Kelley's Co-variation theory.
- Weiner's Model of Achievement Attribution.
- Attributional biases.
- Any other relevant material.

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, though not necessarily in equal measure. The use of language including grammar, punctuation and spelling is 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 is 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 biological approach has been applied in **either** chemotherapy **or** psychosurgery. **[12]**

Credit **could** be given for a description of the following:

- The aims of chemotherapy/psychosurgery.
- Main features of chemotherapy/psychosurgery.
- Examples of the application of chemotherapy/psychosurgery.
- Findings from identifiable research.
- Any other relevant material.

Marks	AO2
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 is 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, although this may be implicit. The use of language including grammar, punctuation and spelling is accurate, logical and clear.
4-6	The therapy is described in basic detail; material is used in a relevant manner but is limited. No link is made with the approach, OR a link is made but the answer is very basic. 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. 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 behaviourist approach. **[6]**

Credit **could** be given for a discussion of the following:

- Scientific/objective nature of the approach.
- Reductionism.
- The nomothetic nature of the approach.
- Therapeutic applications.
- The impact the approach has had on psychology.
- Any other relevant material.

Marks	AO2
4-6	Two strengths are evaluated. They are clearly and thoroughly explained. OR 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 behaviourist approach. **[6]**

Credit **could** be given for a discussion of the following:

- Issue of reductionism.
- The deterministic nature of the approach.
- Ignoring biological factors (nature).
- Use of animals and issues of generalisability/ethics.
- Any other relevant material.

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