GCE AS MARKING SCHEME

SUMMER 2017

AS (NEW)
PSYCHOLOGY - COMPONENT 1
B290U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

AS PSYCHOLOGY - COMPONENT 1

SUMMER 2017 MARK SCHEME

Question	AO1	AO2	AO3	TOTAL
1	2			2
2	2		10	12
3	8			8
4	8			8
5		10		10
6	10			10
7			10	10
8	10		10	20
TOTAL	40	10	30	80

MARK SCHEME

1. State **two** stimuli used in the procedures of Watson and Rayner's (1920) '*Conditioned emotional reactions*.' **[2]**

Credit **could** be given for:
- White rat.
- Fur coat.
- Rabbit.
- Fire.
- Striking the steel bar.
- Loud noise.
- Any other stimuli mentioned in the original study.
- If candidate offers more than **two** answers, only the **first two** answered are marked.

Marks	AO1
2	• 2 correct stimuli given.
1	• 1 correct stimuli given.
0	• Inappropriate answer given. • No response attempted.

2. (a) Briefly explain the behaviourist assumption that humans are born a blank slate. **[2]**

Credit **could** be given for brief explanation of:
- Tabula Rasa.
- Behaviour learnt through interaction with the environment.
- Respond passively to environmental stimuli.
- Environmental determinism.
- Not pre-programmed, social and environmental stimuli most important for our behaviour.
- Nurture rather than nature.

- Any other relevant information.

Marks (Per assumption)	AO1
2	• Assumption is briefly explained. • Use of appropriate terminology.
1	• Explanation of assumption is superficial or muddled. • Little use of terminology.
0	• Inappropriate answer given. • No response attempted.

(b) Analyse the strengths **and** weaknesses of the behaviourist approach. **[10]**

Credit **could** be given for:
- Objective.
- Nomothetic.
- Focus on observable behaviour.
- Use of human and non human animals.
- Scientific/falsifiability.
- Ethics.
- Usefulness (e.g. success of therapeutic applications).
- Specific comparison with the other approaches.
- Any other appropriate analysis.

NB There is no definitive list of strengths and/or weaknesses as it is subjective and one issue can be presented as being both.

Marks	AO3
9-10	• A thorough analysis made of both the strengths and weaknesses with well-developed and balanced arguments. • Clearly linked to the behaviourist approach. • Structure is logical throughout. • An appropriate conclusion is reached based on evidence presented.
6-8	• A reasonable analysis made of both strengths and weaknesses with well-developed and balanced arguments. • Clearly linked to the behaviourist approach. • Structure is mostly logical. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic analysis is made of both strengths and weaknesses **OR** Reasonable analysis of either strengths or weaknesses. • Comments may be generic with no link to behaviourist psychology through use of examples. • A basic conclusion is reached.
1-2	• Strengths and /or weaknesses are identified only. • There are no examples to support. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

3. Describe the findings and conclusions of **Experiment 1** from Loftus & Palmer's (1974) research 'Reconstruction of automobile destruction: an example of the interaction between language and memory.' **[8]**

Credit **could** be given for description of:
Findings Experiment 1
• Estimated speeds with the five levels of the independent variable

Verb	mph
Smashed	40.8
Collided	39.3
Bumped	38.1
Hit	34.0
Contacted	31.8

Conclusions Experiment 1
• Phrasing of a question can significantly affect a witness' answer.
• Actual speed had little effect.
• Differences may be due to response-bias factors.
• Question form causes change in subject's memory.
• Change in memory would predict other false details would also be recalled related to verb used.

• Any other relevant findings and conclusions from Experiment 1 Loftus and Palmer (1974).

Marks	AO1
7-8	• Description and level of accuracy is thorough. • Depth and range included. • Effective use of technology.
5-6	• Description and level of accuracy is reasonable. • Depth and range, but not in equal measure. • Good use of terminology.
3-4	• Description and level of accuracy is basic. • Depth or range. • Some use of appropriate terminology
1-2	• Description and level of accuracy is superficial. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

4. Describe the main components of mindfulness **OR** quality of life therapy. **[8]**

Mindfulness	Quality of Life Therapy
Credit **could** be given for description of: • Cultivating human characteristics central to positive psychology, e.g. core character strengths and virtues and psychological wellbeing. • Gaining control of thoughts. • Meditation and mindful breathing. • Applying learning to everyday activities. • Any other relevant component.	Credit **could** be given for description of: • Quality of Life Inventory. • CASIO model. • Three Pillars of Quality of Life Therapy. • Any other relevant component.

Marks	AO1
7-8	• Description and level of accuracy is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
5-6	• Description and level of accuracy is reasonable. • Depth and range but not in equal measure. • Effective use of terminology. • Mostly logical structure.
3-4	• Description and level of accuracy is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
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.

5. A teacher was asked which approach was the best biological or psychodynamic.

Using your knowledge prepare the teacher's answer by comparing and contrasting the biological and psychodynamic approaches. **[10]**

Credit **could** be given for:
- The assumptions - the influence of internal / external factors (e.g. to work alongside client's beliefs in reason for behaviour).
- Effectiveness of therapeutic techniques (use of identifiable research findings to support).
- Objective / scientific nature of approach versus subjective focus on individuals' needs.
- Choice of investigative methods used to study behaviour.
- Use of human and non-human animals (therefore ability to generalise findings).
- Medication versus talking therapy.
- Any other relevant material.

Marks	AO2
9-10	• Description and level of accuracy is thorough. • Depth and range are displayed. • Exemplars chosen are well chosen. • Logical structure. • An appropriate conclusion is reached based on evidence presented.
6-8	• Description and level of accuracy is reasonable. • Depth and range is displayed, but not in equal measure. • Appropriate exemplars are used. • Structure is mostly logical. • A reasonable conclusion is reached based on evidence presented.
3-5	• Description and level of accuracy is basic. • Depth or range. • Exemplars are not always relevant. • Structure is reasonable. • A basic conclusion is drawn.
1-2	• Description and level of accuracy is superficial. • Exemplars identified but not relevant. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

6. Using your knowledge of cognitive psychology and **at least one** other approach explain why a relationship is formed. **[10]**

Credit **could** be given for:

Cognitive approach:
Relationship Schemas; embodied cognition and linguistic concepts (e.g. Sweet love).

AND

Biological approach:
Release of hormones and neurotransmitters (e.g. oxytocin).
Evolutionary preparedness (e.g. Buss's work).
OR
Psychodynamic approach:
Bowlby's theory of attachment; paternal / maternal.
Transference.
OR
Behaviourist approach:
Conditioning (classical or operant); cupboard love.
OR
Positive approach:
Connection to others due to positive emotions; subjective wellbeing.

Any other appropriate explanation.

Marks (per explanation)	AO1
9-10	- Explanation and level of accuracy is thorough. - Depth and range included. - Effective use of terminology. - Logical structure.
6-8	- Explanation and level of accuracy is reasonable. - Depth and range but not in equal measure. - Good use of terminology. - Mostly logical structure.
3-5	- Explanation and level of accuracy is basic. - Depth or range. - Some use of appropriate terminology. - Reasonable structure.
1-2	- Explanation and level of accuracy is superficial. - Very little use of terminology. - Answer lacks structure.
0	- Inappropriate answer given. - No response attempted.

7. Critically evaluate the methodology and procedures of Bowlby's (1944) classic research 'Forty-four juvenile thieves: Their characters and home-life.' **[10]**

	Credit **could** be given for:

Credit **could** be given for:
- Strengths and weaknesses of using a series of case studies.
- Subjectivity- bias.
- Use of opportunity sampling.
- Characteristics of the sample chosen.
- Reliance on memory - methodology and procedural.
- No causal findings.
- Operationalisation of separation.
- Ethics.
- Use of alternative evidence to support points being made.

- Any other appropriate analysis.

NB Evidence is subjective and one issue can be presented as being both an advantage or a disadvantage.

Marks	AO3
9-10	• A thorough analysis made of both the methodology and procedures. • Clearly linked to the classic research. • Examples are well chosen to support the point made. • Arguments are well-developed and balanced throughout. • Structure is logical. • An appropriate conclusion is reached based on evidence presented.
6-8	• A reasonable analysis made of both the methodology and procedures. • Clearly linked to the classic research. • Examples are appropriate. • Arguments are developed. • Structure is mostly logical. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic analysis is made of both the methodology and procedures. **OR** • Thorough, well developed linked analysis of either the methodology or procedures. • Examples are not always relevant. • Arguments are not developed. • Structure is reasonable. • A basic conclusion is reached.
1-2	• Methodology and /or procedures are identified only. • There are no examples to support. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

8. Some neuroscientists claim that murderers can now be identified by their brain structure.

Using psychological knowledge, discuss the ethics of neuroscience including its social implications. **[20]**

This debate is linked to the biological approach. However, the materials used in the responses may be taken from any approach and perspective within psychology. Some reference could also be made to economic and political evidence (as long as it is explicitly linked to the psychological issue).

Credit **could** be given for description of:
• Therapeutic use.
• Eugenics.
• Moral responsibility.
• Thought crime.
• Credence given to brain imaging.
• Credit can be given for specific studies, e.g. Raine et al (1997).
• Freewill.
• Neuro-marketing.
• Animal research.
• Side Effects.
• Consciousness.
• Any other appropriate material.

Marks	AO1
10	• Exemplars used are well chosen to support the points made. • Level of accuracy is thorough. • Good coverage of social implications. • Depth and range to material included. • Effective use of terminology throughout.
7 -9	• Exemplars used are appropriate. • Level of accuracy is reasonable. • Some coverage of social implications. • Depth and range to material used, but not in equal measure. • Good use of terminology.
4 - 6	• Exemplars may not always be appropriate. • Level of accuracy is basic. • Minimal or no coverage of social implications. • Depth or range only in material used.
1 - 3	• Exemplars are limited and not always made relevant. • Level of accuracy is superficial.
0	• Inappropriate answer given. • No response attempted.

This question is focused mainly on analysing, interpreting and evaluating scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions.

Credit **could** be given for discussion of:
- Therapeutic use.
- Eugenics.
- Moral responsibility.
- Thought crime.
- Credence given to brain imaging.
- Credit can be given for specific studies, e.g. Raine et al (1997).
- Freewill.
- Neuro-marketing.
- Animal research.
- Side Effects.

- Any other appropriate analysis.

Marks	AO3
10	• Thorough discussion is made of both sides of the debate including social implications. • Evaluative comments are evidently relevant to the context. • Depth and range of material. • Structure is logical throughout. • An appropriate conclusion is reached based on evidence presented.
7-9	• Reasonable discussion is made of both sides of the debate including social implications. • Evaluative comments show some relevance to the context. • Depth and range of material but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based on evidence presented.
4-6	• Basic discussion of both sides of the debate **OR** a reasonable discussion of only one side of the debate. • Evaluative comments are generic and not appropriately contextualised. • Depth or range only in material used. • Structure is reasonable. • A basic conclusion is reached.
1-3	• Superficial discussion is made of the debate. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.