

AS

PSYCHOLOGY

COMPONENT 1

PSYCHOLOGY: Past to Present

GENERAL INSTRUCTIONS ON MARKING

- Every candidate's script must be treated in the same way throughout the whole marking session.
- The mark scheme should be applied positively. It is not required for an answer to be 'perfect' to gain full marks. Candidates should be rewarded for what they have included and not penalised for leaving things out. The process is very different to marking as a teacher (i.e. it is about rewarding rather than guiding).
- Examiners should read answers carefully and not make any presumptions. Original thoughts and unusual exemplars can be credited; however, do check for accuracy of unusual answers.
- The full range of marks should be used. If the answer shows the features of the top band with no significant issues, full marks can be given. Similarly, an answer which does not answer the question should be given zero marks.
- The subjective nature of psychology inevitably requires examiners to use their professional judgement. Care should be taken however not to decide on value of the answer due to personal opinions. If the material is used appropriately to answer the question then credit should be given in accordance with the skills demonstrated and indicated in the various bands.
- Crossed out work should be marked unless the candidate has made another attempt at answering the question.
- Any rubric errors should work to the candidates advantage i.e. mark all answers completed and credit the highest scoring valid combination.
- If at any time during the marking the examiner has a concern regarding content of an answer the Team leader or Principal Examiner should be consulted.

Indicative content

It is essential to acknowledge the subjective nature of psychology and therefore there are not always specific answers that can be included in the mark scheme. The indicative content is simply advice on each specific question outlining some possibilities; it is not prescriptive or hierarchical and candidates are not expected to mention all the materials mentioned. They are also able to refer to other studies, theories, issues etc. which would be credited based on skills shown in accordance with the guidance in the grids.

Which mark within a band?

Having decided on the overall band that is appropriate for the response given the examiner should start with the top mark in the band. If there are aspects of the answer which may not be fully representative of the band, the mark given may be lower in the band.

Quality of written communication

This issue should have a bearing only if the quality of written communication is inconsistent with the descriptor for the band in which the answer falls decided on the psychological content. In this situation, examiners may decide not to award the higher mark within the band. Any illegible text should be referred to the Subject Officer.

Annotation to be used

√ - correct material

√+ - correct material developed

x – incorrect material

? – unclear

EV – evaluation

GEV – generic evaluation

EX – example used is appropriate

NREL – does not answer question (i.e. not relevant)

1. Answer **either** (a) **or** (b)

- (a) One principle used in Rational Emotive Behaviour Therapy (REBT) is 'challenging awfulising beliefs'. Identify and explain **one** other principle that is used during REBT. [4]

This question is focused mainly on demonstrating knowledge and understanding of scientific processes, techniques and procedures.	
Credit could be given for:	Credit could be given for:
<ul style="list-style-type: none"> • Unconditional positive regard: <ul style="list-style-type: none"> - Value of client as a human being - Making client feel less worthless - Therapist provides respect regardless of client beliefs • Any other appropriate principle 	<ul style="list-style-type: none"> • ABCDE Model: <ul style="list-style-type: none"> - Aim of changing beliefs regardless of activating event - Disputing beliefs e.g. logical, empirical, pragmatic - Catastrophising to rational interpretation of events • Any other appropriate principle
Marks	AO1
4	<ul style="list-style-type: none"> • The principle is clearly identified • Explanation is accurate and detailed • Effective use of terminology
3	<ul style="list-style-type: none"> • The principle is clearly identified and explanation reasonably accurate and detailed OR • The principle is not named but a clearly detailed explanation allows identification • Good use of terminology
2	<ul style="list-style-type: none"> • The principle is identified and explanation is basic OR • The principle is not named but the explanation is reasonably detailed • Some use of appropriate terminology
1	<ul style="list-style-type: none"> • The principle is identified only OR • Superficial explanation of the principle • Very little use of appropriate terminology
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

- (b) One principle used in Cognitive Behavioural Therapy (CBT) is ‘therapy during therapy’. Identify and explain **one** other principle that is used during CBT. [4]

This question is focused mainly on demonstrating knowledge and understanding of scientific processes, techniques and procedures.	
<p>Credit could be given for:</p> <ul style="list-style-type: none"> • Dysfunctional Thought Diary: <ul style="list-style-type: none"> - Homework task - Recording unpleasant emotions - Rating and re-rating beliefs and automatic thoughts • Any other appropriate principle 	<p>Credit could be given for:</p> <ul style="list-style-type: none"> • Meichenbaum’s SIT: <ul style="list-style-type: none"> - Ability to change reaction to stress rather than stressor - Stress inoculation - Three inoculation stages e.g. conceptualisation phase, skills acquisition phase, application phase • Any other appropriate principle
Marks	AO1
4	<ul style="list-style-type: none"> • The principle is clearly identified • Explanation is accurate and detailed • Effective use of terminology
3	<ul style="list-style-type: none"> • The principle is clearly identified and explanation reasonably accurate and detailed OR • The principle is not named but a clearly detailed explanation allows identification • Good use of terminology
2	<ul style="list-style-type: none"> • The principle is identified and explanation is basic OR • The principle is not named but the explanation is reasonably detailed • Some use of appropriate terminology
1	<ul style="list-style-type: none"> • The principle is identified only OR • Superficial explanation of the principle • Very little use of appropriate terminology
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

2. Describe the procedures of Raine, Buchsbaum and LaCasse's (1997) research *Brain abnormalities in murderers indicated by positron emission tomography*. [10]

This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures.

Credit **could** be given for:

- Key elements – description of the 41 NGRIs (experimental group)(e.g. reason for referral); some areas of the brain studied; brain scan(s) used
- Location of the study (University of California, Irvine)
- Details of the control group
- PET Task procedures
- Identification of brain regions (i.e. cortical peel and box techniques)

- Any other appropriate material

NB Credit will only be given to procedures from the original article.

Marks	AO1
9 - 10	<ul style="list-style-type: none"> • Description includes the key elements and is accurate and detailed • There is depth and range to material included • Effective use of terminology throughout • The structure is logical
6 - 8	<ul style="list-style-type: none"> • Description includes the key elements and is reasonably accurate and detailed • There is depth and range to material used, but not in equal measure • Good use of terminology • The structure is logical
3 - 5	<ul style="list-style-type: none"> • Description is basic in detail and some key elements are missing • There is depth or range of material • There is some use of appropriate terminology • The structure is reasonable
1 - 2	<ul style="list-style-type: none"> • Description is superficial and most key elements are missing • Very little use of appropriate terminology • Answer lacks structure
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

3. Describe how the assumptions of the positive approach have been used in either Quality of life therapy **OR** mindfulness therapy. [10]

This question is focused mainly on demonstrating knowledge and understanding of scientific processes, techniques and procedures.	
Credit could be given for: Quality of life therapy:	Credit could be given for: Mindfulness therapy:
<ul style="list-style-type: none"> • Focus on ‘the good life’ • Use of Quality of Life Inventory to plan interventions • Links to Beck’s Cognitive Therapy • Links to the assumption of free will, 3 nodes (subjective, individual, group) • Any other relevant material 	<ul style="list-style-type: none"> • Acknowledgment of free will • Creating conditions for contentment to develop • Focusing on the ‘here and now’ in a non-judgmental way • Does not involve itself with changing your thinking • Focus on positive mental health rather than mental illness (authenticity of goodness) • Any other relevant material
Marks	AO1
9 - 10	<ul style="list-style-type: none"> • The description of how the assumptions of the approach are used in therapy is evident and thorough • Depth and range of material • Details are accurate throughout • Effective use of terminology throughout • The structure is logical throughout
6 - 8	<ul style="list-style-type: none"> • The description of how the assumptions of the approach are used in therapy is evident • Depth and range of material (though not in equal measures) • There may be minor inaccuracies • Good use of terminology • The structure is mostly logical
3 - 5	<ul style="list-style-type: none"> • The description of how the assumptions of the approach are used in therapy is superficial • Depth or range only in material used • Inaccuracies throughout • Some use of appropriate terminology • The structure is reasonable
1 - 2	<ul style="list-style-type: none"> • The description of how the approach is used in therapy is not evident • Very basic explanation of material • Little use of appropriate terminology • Answer lacks structure
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

4. “Special bonds with other people are important for both mental and physical health”. With reference to this quote, explain how relationships are formed using your knowledge of **two** psychological approaches. [10]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context when handling qualitative data.

Credit **could** be given for:

- Biological – evolutionary explanations; serotonin levels (e.g. Marazziti)
- Psychodynamic – Bowlby (e.g. attachment theory); Freud (e.g. Oedipus Complex)
- Behaviourist – Reinforcement-Affect Model; Conrad Lorenz; conditioning
- Cognitive – relationship schemas; perception of self and others
- Positive – self-expansion theory; self-other overlap

- Any other appropriate explanation (e.g. social psychology or developmental psychology)

NB The focus is on the generic concept of relationship formation – there is no need to identify particular types of relationship.

Marks (per approach)	AO2
5	<ul style="list-style-type: none"> • Application of knowledge to relationship formation is very well-chosen • Reference to the quote is clear • Explanation is clearly detailed and accurate • Effective use of terminology
3 - 4	<ul style="list-style-type: none"> • Application of knowledge to relationship formation is appropriate • There is some reference to the quote • Explanation is reasonably detailed and accurate • Good use of terminology
1 - 2	<ul style="list-style-type: none"> • Application of knowledge to relationship formation is superficial • Superficial reference to the quote • Explanation is very limited and basic • Basic use of terminology
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

5. Describe the findings of Loftus and Palmer's (1974) research '*Reconstruction of automobile destruction: an example of the interaction between language and memory*'. [6]

This question is focused on demonstrating knowledge of scientific processes, techniques and procedures.													
Credit could be given for:													
<ul style="list-style-type: none"> Estimated speeds with the five levels of the independent variable <table border="1"> <thead> <tr> <th>Verb</th> <th>mph</th> </tr> </thead> <tbody> <tr> <td>Smashed</td> <td>40.8</td> </tr> <tr> <td>Collided</td> <td>39.3</td> </tr> <tr> <td>Bumped</td> <td>38.1</td> </tr> <tr> <td>Hit</td> <td>34.0</td> </tr> <tr> <td>Contacted</td> <td>31.8</td> </tr> </tbody> </table>		Verb	mph	Smashed	40.8	Collided	39.3	Bumped	38.1	Hit	34.0	Contacted	31.8
Verb	mph												
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	Yes	No											
Hit	7	43											
Smashed	16	34											
No question / control	6	44											
Major inaccuracies – omissions, wrong integer number Minor inaccuracies – wrong / missing decimal point													
Marks	AO1												
5 - 6	<ul style="list-style-type: none"> Findings from both experiments are provided Findings are clearly related to the critical questions There will be no major inaccuracies There may be up to two minor inaccuracies 												
4	<ul style="list-style-type: none"> Findings from both experiments are provided Findings are clearly related to the critical questions There is one major inaccuracy There may be up to two minor inaccuracies 												
3	<ul style="list-style-type: none"> Findings are related to the critical questions Accurate findings from one of the experiments is provided OR findings from both experiments are provided but there are two major inaccuracies and up to two minor inaccuracies 												
1 - 2	<ul style="list-style-type: none"> Findings from only one experiment are provided Findings are not clearly related to the critical question There are major inaccuracies throughout 												
0	<ul style="list-style-type: none"> Inappropriate answer given No response attempted 												

6. 'The behaviourist approach is more appropriate to explain human behaviour than the psychodynamic approach'. Critically assess this statement with reference to your knowledge of the strengths and weaknesses of **both** these approaches. [10]

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.	
The key issue with this question is the comparison of the features of both approaches in order to make a final judgment about the appropriateness of each approach to explain human behaviour. Whilst reference to assumptions and therapies etc. are acceptable there is no credit for descriptions alone.	
Credit could be given for:	
<ul style="list-style-type: none"> • Analysis of the assumptions – validity (e.g. comparison of social learning theories vs unconscious influences); historical relevance due to advances made in psychological knowledge; scientific status and therefore reliability of assumptions and approaches • Overall strengths and weaknesses of each approach • Interpretation of data relating to effectiveness of therapies as evidence for accuracy of explaining human behaviour • Judgments on outcomes of the therapies (e.g. aversion therapy compared with psychodrama) as confirmation of appropriateness to explain human behaviour • Comparison with both approaches explaining animal behaviour • Any other appropriate issue of comparison 	
Marks	AO3
10	<ul style="list-style-type: none"> • A thorough assessment is made of the features of both approaches • There is range and depth to the material used • Structure is logical throughout • An appropriate conclusion is reached based on issues presented
7 - 9	<ul style="list-style-type: none"> • A good assessment is made of the features of both approaches • There is range and depth to the material used (though not necessarily in equal measures) • Structure is mostly logical • A reasonable conclusion is reached based on evidence presented
4 - 6	<ul style="list-style-type: none"> • Basic assessment is made of the features of both approaches • There is range or depth to the material used • Structure is reasonable • A basic conclusion is reached
1 - 3	<ul style="list-style-type: none"> • A superficial assessment is made of the features of both approaches • Description of the features only • Answer lacks structure • No conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

7. Evaluate the ethical issues of Watson and Rayner's (1920) study 'Conditioned emotional reactions'. [10]

This question is focused 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:

- Use of a child in psychological research – lack of informed consent
- Exposing subject to knowingly frightening situations – the expectation that fear would be induced (could suggest that same principles could be observed with a more positive emotion)
- Potential long term developmental effects on Albert
- Information from the researchers: *'Albert was one of the best developed youngsters ever brought to the hospital ...stolid and unemotional. His stability was one of the principal reasons for using him as a subject in this test. It was felt that little harm would be done to him'*.
- Release of pictures following the research allowing identification of the individual thereby not ensuring confidentiality (see **NB** below)
- Any other relevant ethical issue

NB Due to the date of this research specific codes and guidelines for carrying out psychological research had not yet been published. Care should therefore be taken when crediting reference to these.

Marks	AO3
9 - 10	<ul style="list-style-type: none"> • A thorough evaluation is made of ethical issues • Clear link to the study • Structure is logical throughout • An appropriate conclusion is reached based on evidence presented
6 - 8	<ul style="list-style-type: none"> • A good evaluation is made of the ethical issues • Clear link to the study • Structure is mostly logical • A reasonable conclusion is reached based on evidence presented
3 - 5	<ul style="list-style-type: none"> • Basic evaluation is made of the ethical issues • Weak link to the study • Structure is reasonable • A basic conclusion is reached
1 - 2	<ul style="list-style-type: none"> • A superficial evaluation is made of the ethical issues • No link to the study • Answer lacks structure • No conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

8. 'It is important that children are both punished for wrong doing and praised when good to ensure that they learn the correct ways to behave'. With reference to psychological knowledge, discuss to what extent you agree with this statement. [20]

This question is focused on demonstrating knowledge and understanding of scientific ideas, processes, techniques and procedures.

This debate is linked to the behaviourist 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, social and political evidence (as long as it is explicitly linked to the psychological issue).

Credit **could** be given for:

- Types of punishment: corporal; time out; writing out lines (school context)
- Theories and research providing a foundation to conditioning techniques; e.g. Skinner (operant conditioning), Seligman (learned helplessness)
- Alfie Kohn 'The Myth of the spoiled child'
- Practical alternatives to punishment: opportunity for learning (building emotional intelligence)
- The Three C's Collaboration, Content and Choice
- Evidence from research (qualitative and quantitative data)

- Any other appropriate material

Marks	AO1
10	<ul style="list-style-type: none"> • Exemplars are well chosen • Details are accurate throughout • There is depth and range to material included • Effective use of terminology throughout • The structure is logical
7 - 9	<ul style="list-style-type: none"> • Exemplars are appropriate • There may be minor inaccuracies which do not distract from overall meaning • There is depth and range to material used, but not in equal measure • Good use of terminology • The structure is mostly logical
4 - 6	<ul style="list-style-type: none"> • Exemplars may not always be appropriate • Inaccuracies throughout • There is depth or range only in material used • There is some use of appropriate terminology • There is a reasonable structure
1 - 3	<ul style="list-style-type: none"> • Exemplars not always relevant • Little use of appropriate terminology • Answer lacks structure
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

8. continued

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:	
<ul style="list-style-type: none"> • Appropriateness of the evidence applied to human behaviour from animal research • Ethical implications of choosing one strategy over another • Influence of the evidence on political decisions (e.g. laws to allow parents to smack child) • Improving methods of dealing with children: age of the child; appropriateness of response; cultural norms: changes in attitudes over time • Objective and subjective evaluation of the research (must be contextualised) to reach a conclusion • Any other appropriate analysis 	
Marks	AO3
10	<ul style="list-style-type: none"> • A thorough discussion is made of both sides of the debate • Evaluative comments are evidently relevant to the context • Structure is logical throughout • An appropriate conclusion is reached based on evidence presented
7 - 9	<ul style="list-style-type: none"> • A good discussion is made of both sides of the debate • Evaluative comments show some relevance to the context • Structure is mostly logical • A reasonable conclusion is reached based on evidence presented
4 - 6	<ul style="list-style-type: none"> • A reasonable discussion of both sides of the debate OR • Good discussion is made of only one side of the debate • Evaluative comments are generic and not appropriately contextualised • Structure is reasonable • A basic conclusion is reached
1 - 3	<ul style="list-style-type: none"> • A superficial discussion is made of the debate • Evaluative comments are superficial • Answer lacks structure • No conclusion
0	<ul style="list-style-type: none"> • Inappropriate answer given • No response attempted

