



# **GCE MARKING SCHEME**

**PSYCHOLOGY  
AS/Advanced**

**SUMMER 2013**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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.

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## GCE PSYCHOLOGY - PY1

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

Credit **could** be given for an outline of the following:

- All behaviour is learned from the environment.
- Behaviour learned through classical and operant conditioning.
- Only quantitative differences between animals and humans.
- Any other relevant material.

Marks	AO1
4	Two assumptions are outlined and explained with clear reference to psychology.
3	Two assumptions are outlined but only one is explained with clear reference to psychology <b>OR</b> two assumptions are outlined and explained with some reference to psychology.
2	One assumption is outlined and explained with clear reference to psychology <b>OR</b> two assumptions are outlined only.
1	One assumption is outlined only <b>OR</b> two assumptions are identified only.
0	No relevant knowledge or understanding.

**(b)** Describe the Social Learning Theory of Aggression. **[8]**

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

- Learning indirectly (observational learning).
- Vicarious reinforcement.
- Modelling.
- Research into SLT (e.g. Bandura's Bobo doll studies).
- 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, although not necessarily in equal measure. Language, (including grammar, punctuation and spelling) is 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. 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. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 2	Content is superficial; material is muddled and/or incoherent. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

**Q.2** Describe how the psychodynamic approach has been applied in **either** dream analysis **or** free association.

[12]

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

- The aims / underlying assumptions of dream analysis **or** free association.
- Main features of dream analysis **or** free association.
- Role of the therapist in dream analysis **or** free association.
- Examples of the application of dream analysis **or** free association.
- Findings from identifiable research into the effectiveness of dream analysis **or** free association.
- Any other relevant material.

Marks	AO1
10 - 12	The assumption(s) of the approach is/are outlined and clearly linked to the aim(s) / main feature(s) of the therapy. Description of the therapy is well detailed and accurate. Language (including grammar, punctuation and spelling) is well structured, coherent and accurate.
7 - 9	The assumption(s) of the approach is/are outlined, with some link to the aim(s) / main feature(s) of the therapy. Description of the therapy is well detailed and accurate. <b>OR</b> The assumption(s) of the approach is/are outlined and clearly linked to the aim(s) / main feature(s) of the therapy. Description of the therapy is less detailed. Language (including grammar, punctuation and spelling) is accurate, logical and clear.
4 - 6	Description of the therapy is well detailed and accurate but no link to the approach. <b>OR</b> Description of the therapy is basic in detail with some link to the approach. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Description of the therapy is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No appropriate description.

**Q.3** (a) Evaluate **two** strengths of the biological approach. **[2x3]**

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

- Scientific / objective nature of the approach.
- Reductionist nature of the approach.
- Therapeutic applications.
- Impact on psychology.
- Any other relevant strength.

Can only receive credit for **one** methodology/therapy

<b>Marks (per strength)</b>	<b>AO2</b>
<b>3</b>	Strength is outlined, explained and has detailed reference to the approach.
<b>2</b>	Strength is outlined, explained and there is some link to the approach <b>OR</b> strength is outlined, briefly explained and has detailed reference to the approach.
<b>1</b>	Strength is outlined and briefly explained, with no link to the approach <b>OR</b> strength is outlined and linked but no explanation.
<b>0</b>	Strength identified only <b>OR</b> no relevant evaluation.

(b) Evaluate **two** weaknesses of the biological approach. **[2x3]**

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

- Deterministic nature of the approach.
- Ignorance of aspects of nurture.
- Nomothetic approach to the study of behaviour.
- Any other relevant weakness.

Can only receive credit for **one** methodology/therapy.

<b>Marks (per weakness)</b>	<b>AO2</b>
<b>3</b>	Weakness is outlined, explained and has detailed reference to the approach.
<b>2</b>	Weakness is outlined, explained and there is some link to the approach <b>OR</b> weakness is outlined, briefly explained and has detailed reference to the approach.
<b>1</b>	Weakness is outlined and briefly explained, with no link to the approach <b>OR</b> weakness is outlined and linked but no explanation.
<b>0</b>	Weakness identified only <b>OR</b> no relevant evaluation.

- Q.4** Compare and contrast the behaviourist and psychodynamic approaches in terms of similarities and differences. **[12]**

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

- The influence of internal and/or external factors (nature vs nurture).
- Reductionism.
- Determinism vs free will.
- Investigative methods used to study behaviour.
- Objective / scientific nature of the approaches.
- Use of human and non - human animals.
- Effectiveness of therapeutic techniques.
- Any other relevant material.

<b>Marks</b>	<b>AO2</b>
<b>10 - 12</b>	Analysis is thorough, clearly structured and there is coherent elaboration of relevant similarities and differences. Depth and range of analysis are displayed though not necessarily in equal measure.
<b>7 - 9</b>	Analysis is reasonably thorough and coherent, with both similarities and differences. Depth or range of analysis is displayed.
<b>4 - 6</b>	Analysis is limited and basic; there are similarities and/or differences.
<b>1 - 3</b>	Analysis is superficial; material is muddled and/or incoherent.
<b>0</b>	No relevant analysis.

- Q.5** Explain and evaluate the methodology used by the cognitive approach. **[12]**

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

- Use of introspection.
- Use of laboratory experimentation.
- Use of case studies.
- Use of brain scans.
- Issues of replicability.
- Issues of objectivity.
- Issues of validity.
- Any other relevant material.

<b>Marks</b>	<b>AO3</b>
<b>10 - 12</b>	Method(s) is/are clearly explained and have clear relevance to the approach. Evaluation is thorough and clearly structured, with coherent elaboration of relevant strengths and weaknesses. Depth and range of discussion are displayed.
<b>7 - 9</b>	Method(s) is/are clearly stated and relevant. Evaluation is reasonably thorough and coherent, with both strengths and weaknesses given. Depth or range of discussion is displayed.
<b>4 - 6</b>	Appropriate method(s) is explained in a limited manner. Evaluation of method(s) is limited with evidence of strengths and/or weaknesses.
<b>1 - 3</b>	Statement of method(s) may be muddled and/or incoherent. Evaluation of method(s) is superficial and very limited.
<b>0</b>	No relevant explanation or evaluation.

## GCE PSYCHOLOGY - PY2

- Q.1** Summarise the aims **and** context of Rahe, Mahan & Arthur's (1970) research '*Prediction of near - future health change from subjects' preceding life changes*'. [12]

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

**Aims such as:**

- Rahe, Mahan & Arthur, using prospective methods, aimed to investigate if there is a relationship between the pre - deployment life events score (SRE) and the number of reported illnesses during deployment.
- Other relevant details.

**Context (evidence prior to research) such as:**

- Description of the stress response, e.g. Selye's GAS.
- Description of relevant research such as Holmes & Rahe (1967) Rahe et al (1970)
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of aim(s) and context is accurate and well detailed. Depth and range are displayed, although not necessarily in equal measure. Language (grammar, punctuation and spelling) is relevant, well structured and accurate.
7 - 9	Knowledge and understanding of aim(s) and context is reasonably accurate and less detailed. Depth or range is displayed. Language (grammar, punctuation and spelling) is accurate, structured and clear.
4 - 6	Knowledge and understanding of aim(s) and/or context is appropriate but basic and limited in range <b>OR</b> Knowledge and understanding of aim(s) or context is accurate and detailed. Language shows some inaccuracies (grammar, punctuation and spelling).
1 - 3	Knowledge and understanding of aim(s) and/or context is superficial, muddled and/or incoherent <b>OR</b> Knowledge and understanding of aims or context is appropriate but basic in detail and limited in range. Language (grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.