



**A LEVEL PSYCHOLOGY**

**UNIT 1**

**Psychology: Past to Present**

**MARK SCHEME**

### **GENERAL MARKING GUIDANCE**

- 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.

**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. (a) Describe the biological assumption of 'localisation of function'. [3]

Credit <b>could</b> be given for:	
<ul style="list-style-type: none"> <li>• The principle that specific functions have circumscribed locations in the brain</li> <li>• Lateralisation of behaviours in the left or right hemisphere of the brain</li> <li>• Examples: Visual cortex – vision; Broca's area – speaking; Motor cortex – movement</li> <li>• Damage to areas of the brain result in problems with the function</li> <li>• Any other appropriate description</li> </ul>	
Marks	AO1
3	<ul style="list-style-type: none"> <li>• Description is well detailed and clearly linked to biological psychology</li> <li>• Response is accurate throughout</li> <li>• Effective use of terminology</li> </ul>
2	<ul style="list-style-type: none"> <li>• Description is detailed and linked to biological psychology</li> <li>• There may be minor inaccuracies which do not distract from overall meaning</li> <li>• Good use of terminology</li> </ul>
1	<ul style="list-style-type: none"> <li>• Description is superficial or limited</li> <li>• Link to human behaviour may not be clear</li> <li>• Little use of terminology</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given</li> <li>• No response attempted</li> </ul>

- (b) Describe the positive assumption of 'focus on the good life'. [3]

Credit <b>could</b> be given for:	
<ul style="list-style-type: none"> <li>• Ideas of well-being based on Aristotelian eudemonia</li> <li>• Self-efficacy is a belief that one's ability to accomplish</li> <li>• Actions lead to positive individuals and to thriving communities</li> <li>• Any other appropriate description</li> </ul>	
Marks	AO1
3	<ul style="list-style-type: none"> <li>• Description is well detailed and clearly linked to positive psychology</li> <li>• Response is accurate throughout</li> <li>• Effective use of terminology</li> </ul>
2	<ul style="list-style-type: none"> <li>• Description is detailed and linked to positive psychology</li> <li>• There may be minor inaccuracies which do not distract from overall meaning</li> <li>• Good use of terminology</li> </ul>
1	<ul style="list-style-type: none"> <li>• Description is superficial or limited</li> <li>• Link to human behaviour may not be clear</li> <li>• Little use of terminology</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given</li> <li>• No response attempted</li> </ul>

2. Using your knowledge of **two** different psychological approaches explain how a relationship is formed. [10]

Credit **could** be given for:

- Biological approach: Release of hormones and neurotransmitters (e.g. oxytocin); evolutionary preparedness (e.g. Buss's work)
- Psychodynamic approach: Bowlby's theory of attachment; paternal / maternal transference
- Behaviourist approach: Conditioning (classical or operant); cupboard love
- Cognitive approach: Relationship Schemas; embodied cognition and linguistic concepts (e.g. Sweet love)
- Positive approach: Connection to others due to positive emotions; subjective well-being
- Any other appropriate explanation

**NB** The two explanations must be clearly from two different approaches to allow credit.

Marks (per explanation)	AO1
5	<ul style="list-style-type: none"> <li>• Explanation is well detailed and clearly linked to forming a relationship</li> <li>• Response is accurate throughout</li> <li>• Effective use of terminology</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• Explanation is detailed and linked to forming a relationship</li> <li>• There may be minor inaccuracies which do not distract from overall meaning</li> <li>• Good use of terminology</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• Explanation is superficial or limited</li> <li>• Link to forming a relationship may not be clear</li> <li>• Little use of terminology</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given</li> <li>• No response attempted</li> </ul>

3. (a) Describe the main components of a psychodynamic therapy (either dream analysis **OR** group analysis psychotherapy). [8]

Credit <b>could</b> be given for:	
<p>Dream Analysis</p> <ul style="list-style-type: none"> <li>• 'The royal road to the unconscious'</li> <li>• The interpretation of a client's dreams</li> <li>• Manifest and latent content</li> <li>• Freud's processes (displacement, projection, symbolization, condensation and rationalisation)</li> <li>• Any other appropriate description</li> </ul>	<p>Group analysis psychotherapy</p> <ul style="list-style-type: none"> <li>• One or more therapists treat small group of clients</li> <li>• Group process used as mechanism</li> <li>• Universality of sharing experiences</li> <li>• Work with transference of primary family experiences</li> <li>• Any other appropriate description</li> </ul>
<b>Marks</b>	<b>AO1</b>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>• Description of the main components of the therapy is well detailed</li> <li>• Depth and range to material included</li> <li>• Details are accurate throughout</li> <li>• Effective use of terminology throughout</li> <li>• The structure is logical throughout</li> </ul>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>• Description of the main components of the therapy is detailed</li> <li>• Depth and range of material used, but not in equal measure</li> <li>• There may be minor inaccuracies</li> <li>• Good use of terminology</li> <li>• The structure is mostly logical</li> </ul>
<b>3 - 4</b>	<ul style="list-style-type: none"> <li>• Description of the main components of the therapy is limited</li> <li>• Depth or range only in material used</li> <li>• There may be major inaccuracies</li> <li>• Some use of appropriate terminology</li> <li>• The structure is reasonable</li> </ul>
<b>1 - 2</b>	<ul style="list-style-type: none"> <li>• Description of the main components of the therapy is superficial</li> <li>• Very little use of appropriate terminology</li> <li>• Answer lacks clarity</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Inappropriate answer given</li> <li>• No response attempted</li> </ul>

(b) Evaluate the therapy you described in 3(a).

[10]

Credit <b>could</b> be given for:	
<ul style="list-style-type: none"> <li>• Usefulness and application (with reference to identifiable examples and / or research)</li> <li>• Success rates in treating various conditions (e.g. appropriateness for all mental health)</li> <li>• Comparability to other therapies (another psychodynamic therapy or from another approach)</li> <li>• Ethics of the process (e.g. the relationship between client and therapist)</li> <li>• Validity of the assumption on which therapy is based</li> <li>• Evolution of psychology and the changes in cultural context</li>   <li>• Any other appropriate evaluation</li> </ul>	
Marks	AO3
<b>9 - 10</b>	<ul style="list-style-type: none"> <li>• A sophisticated and articulate evaluation of the therapy from 3(a)</li> <li>• Well-developed and balanced arguments</li> <li>• Evaluative comments are evidently relevant to the context</li> <li>• Excellent structure</li> <li>• An appropriate conclusion is reached based on the evidence presented</li> </ul>
<b>6 - 8</b>	<ul style="list-style-type: none"> <li>• A good evaluation of the therapy from 3(a)</li> <li>• Arguments made are well-established and balanced</li> <li>• The evaluative comments are clearly relevant to the context</li> <li>• Logical structure</li> <li>• Clear conclusion based on evidence presented</li> </ul>
<b>3 - 5</b>	<ul style="list-style-type: none"> <li>• A reasonable evaluation of the therapy from 3(a)</li> <li>• Arguments are reasonable but may be one-sided</li> <li>• The evaluative comments made tend to be generic and not appropriately contextualised</li> <li>• There is a reasonable structure</li> <li>• May not be a conclusion or a generic statement</li> </ul>
<b>1 - 2</b>	<ul style="list-style-type: none"> <li>• Answer does not move beyond statement(s)</li> <li>• There is very little use of appropriate terminology</li> <li>• Answer lacks clarity</li> <li>• No conclusion</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Inappropriate answer given</li> <li>• No response attempted</li> </ul>

4. Describe the findings and conclusions of Loftus and Palmer's (1974) research *Reconstruction of automobile destruction: an example of the interaction between language and memory*. [10]

Credit **could** be given for:

Findings

- 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

- Number of students responding to the 'did you see the broken glass?' question

	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]

Conclusions

- The form of a question can markedly and systematically affect a witness's answer
- Leading questions can distort a witness's memory for an event
- People's accuracy for reporting details of a complex event is potentially distorted through use of leading questions
- Any other appropriate conclusion

Marks	AO1
9 - 10	<ul style="list-style-type: none"> <li>Findings from both experiments are described</li> <li>Findings are clearly related to the critical questions</li> <li>There are no major inaccuracies</li> <li>There may be up to two minor inaccuracies</li> <li>The conclusions are thoroughly explained</li> </ul>
6 - 8	<ul style="list-style-type: none"> <li>Findings from both experiments are described</li> <li>Findings are clearly related to the critical questions</li> <li>There is one major inaccuracy</li> <li>There may be up to two minor inaccuracies</li> <li>The conclusion may be from one experiment only OR conclusion is generic in nature</li> </ul>
3 - 5	<ul style="list-style-type: none"> <li>Findings are related to the critical questions</li> <li>Accurate findings from one of the experiments are described OR findings from both experiments are described but there are two major inaccuracies and up to two minor inaccuracies</li> <li>There may not be a conclusion OR there are no findings but the conclusions are thoroughly explained</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>Findings from only one experiment are described</li> <li>Findings are not clearly related to the critical question</li> <li>There are major inaccuracies throughout</li> <li>There may not be a conclusion OR there are no findings but the conclusion is generic</li> </ul>
0	<ul style="list-style-type: none"> <li>Inappropriate answer given</li> <li>No response attempted</li> </ul>

5. Analyse the strengths and weaknesses of the positive approach.

[10]

Credit **could** be given for:

- Changing the focus from pathology and negative experiences to a more holistic sense of being
- Focus on the individual as well as the cultural group
- Evidence for basic assumptions and consequently the ethical grounding of the approach if there are issues with the reliability and validity of the assumptions
- Methodologies used (e.g. reliance on self-reports)
- Scientific or unfocused
- 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	<ul style="list-style-type: none"> <li>• A thorough analysis made of both the strengths and weaknesses</li> <li>• Clearly linked to the positive approach</li> <li>• Examples are well chosen to support the point made</li> <li>• Arguments are developed throughout</li> <li>• Well-structured and reaches appropriate conclusions based on evidence presented</li> </ul>
6 - 8	<ul style="list-style-type: none"> <li>• A good analysis made of both strengths and weaknesses</li> <li>• Clearly linked to the positive approach</li> <li>• Examples are appropriate</li> <li>• Arguments are occasionally developed</li> <li>• Clearly structured with logical conclusions</li> </ul>
3 - 5	<ul style="list-style-type: none"> <li>• Basic analysis is made of both strengths and weaknesses</li> <li>• Comments may be generic with no link to positive psychology through use of examples</li> <li>• May be one-sided (e.g. only evaluating strengths)</li> <li>• Arguments are not developed</li> <li>• There may not be a conclusion OR a generic statement</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• Strengths and /or weaknesses are identified only</li> <li>• There are no examples to support</li> <li>• No conclusion</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given</li> <li>• No response attempted</li> </ul>

6. A psychologist needs to explain to his client why they may be better using a therapy from a biological approach rather than a therapy from the cognitive approach. Using your knowledge of both approaches compare and contrast the cognitive and biological approaches and their therapies. [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 the approaches
- Choice of investigative methods used to study behaviour
- Use of human and non-human animals (therefore ability to generalise findings)
- Determinism vs free will (availability of choice for the individual)
- Any other relevant material

Marks	AO2
9 - 10	<ul style="list-style-type: none"> <li>• A thorough analysis is made of the similarities and differences of the approaches in the context of choosing a therapy</li> <li>• Examples to support the points made are well chosen</li> <li>• Structure is logical throughout</li> <li>• An appropriate conclusion is reached based on evidence presented</li> </ul>
6 - 8	<ul style="list-style-type: none"> <li>• A good analysis is made of the similarities and differences of the approaches in the context of choosing a therapy</li> <li>• Structure is mostly logical</li> <li>• A reasonable conclusion is reached based on the evidence presented</li> </ul>
3 - 5	<ul style="list-style-type: none"> <li>• Basic analysis is made of the similarities and differences of the approaches in the context of choosing a therapy OR a good analysis is made of the similarities and differences with no reference to choosing a therapy</li> <li>• Structure is reasonable</li> <li>• A basic conclusion is reached</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• A superficial analysis is made of the similarities and differences of the approaches with no reference to choosing a therapy</li> <li>• Answer lacks structure</li> <li>• No conclusion</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given</li> <li>• No response attempted</li> </ul>

7. 'Watson and Rayner's (1920) research *Conditioned Emotional Reaction* has many ethical issues'. Discuss this statement with reference to the procedures used in this research. [16]

Credit **could** be given for:

- Procedures suggested for purpose of removing conditioned responses (e.g. stimulating errogenous zones)
- 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 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.

**NB** The evidence must be relevant to the original article.

Marks (per explanation)	AO1
5 - 6	<ul style="list-style-type: none"> <li>• The evidence used is detailed and accurate</li> <li>• Exemplars used are well-chosen to support the points made</li> <li>• There is depth and range of material</li> <li>• Effective use of terminology</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• The evidence used is basic but accurate</li> <li>• Appropriate exemplars are used to support the points made</li> <li>• There is depth or range of material</li> <li>• Good use of terminology</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• The evidence used is superficial</li> <li>• The evidence includes many inaccuracies</li> <li>• Basic use of terminology</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given</li> <li>• No response attempted</li> </ul>

**Criteria for AO3 content of this question is on the next page**

Credit **could** be given for:

- Lack of ethical codes and guidance at this time (is that a good enough reason not to be careful)
- Inducing a negative emotion (fear) in an individual (compared with proving the same theory but with a pleasant emotions e.g. happiness)
- Long term modification of personality
- Lack of removal of conditioned emotional responses
- Justification of gaining further insight into human development (i.e. individual suffering compared with gains for society)
- Any other appropriate discussion on ethical issues

Marks	AO3
9 - 10	<ul style="list-style-type: none"> <li>• A thorough evaluation of the research in relation to the ethical issues of the procedures</li> <li>• Developed and balanced arguments made</li> <li>• The evaluative comments are clearly relevant to the context</li> <li>• Excellent structure</li> <li>• An appropriate conclusion is reached</li> </ul>
6 - 8	<ul style="list-style-type: none"> <li>• A reasonable evaluation of the research in relation to ethical issues of the procedures</li> <li>• Arguments are reasonable but may be one-sided</li> <li>• The evaluative comments are clearly relevant to the context</li> <li>• The structure is coherent</li> <li>• A basic conclusion is made</li> </ul>
3 - 5	<ul style="list-style-type: none"> <li>• Basic evaluation of the research in relation to ethical issues of the procedures.</li> <li>• The evaluative comments made tend to be generic and not contextualised</li> <li>• Any conclusion may be contradictory with flow of the answer</li> <li>• Structure is clear</li> <li>• Answer does not move beyond assertions</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• Identification of ethical issues in the procedures</li> <li>• There is no conclusion</li> <li>• Answer does not move beyond assertions</li> </ul>
0	<ul style="list-style-type: none"> <li>• Inappropriate answer given</li> <li>• No response attempted</li> </ul>







