



# **GCE MARKING SCHEME**

**PSYCHOLOGY  
AS/Advanced**

**JANUARY 2013**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 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 Mark Scheme - January 2013

**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:

- Importance of 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 shows some inaccuracies in grammar, punctuation and spelling.
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 cognitive approach has been applied in either cognitive behavioural therapy (CBT) or rational emotive therapy (RET). **[12]**

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

- The aims/underlying assumptions of CBT/RET.
- Main features of CBT/RET.
- Role of the therapist in CBT/RET.
- Examples of the application of CBT/RET.
- Findings from identifiable research into the effectiveness of CBT/RET.
- Any other relevant material.

<b>Marks</b>	<b>AO1</b>
<b>10-12</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 well detailed and accurate. Language (including grammar, punctuation and spelling) is well structured, coherent and accurate.
<b>7-9</b>	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.
<b>4-6</b>	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.
<b>1-3</b>	Description of the therapy is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
<b>0</b>	No appropriate description

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

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

- Idiographic nature of the approach.
- Emphasis on the importance of childhood experience/unconscious mind.
- Therapeutic applications.
- Impact on psychology.
- Interactionist nature of the approach.
- Any other relevant strength.

<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 reference 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 reference to the approach. <b>OR</b> Strength is outlined with some reference but no explanation.
<b>0</b>	Strength identified only. <b>OR</b> No relevant evaluation.

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

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

- The deterministic nature of the approach.
- Lack of falsifiability/unscientific.
- Idiographic nature of the approach.
- Any other relevant weakness.

<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 reference 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 reference to the approach. <b>OR</b> Weakness is outlined with some reference but no explanation.
<b>0</b>	Weakness identified only. <b>OR</b> No relevant evaluation.

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

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

- The influence of internal/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.