



---

# **GCE MARKING SCHEME**

---

**SUMMER 2016**

**PSYCHOLOGY – PY1 (LEGACY)  
1331/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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.

**GCE PSYCHOLOGY - PY1**  
**Mark Scheme - Summer 2016**

**Q.1 (a) Describe two assumptions of the psychodynamic approach. [4]**

Credit could be given for an outline of the following:

- Influence of the unconscious mind.
- Influence of childhood experiences.
- Tripartite personality.
- Any other relevant material.

Marks	AO1
4	Two assumptions are described with clear reference to psychology.
3	Two assumptions are described 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 described 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) Explain the main features Freud's theory of personality development. [8]**

- Psychosexual stages and the result of fixation on adult personality.
- Dominance of id/ego/superego and the effects on personality.
- Use of ego defences and their influence on personality.
- 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 Explain how the behaviourist approach has been applied in either aversion therapy or systematic desensitisation. [12]**

Credit could be given for a description of the following:

- The aims of aversion therapy/systematic desensitization.
- Examples of the application of aversion therapy/systematic desensitization.
- Findings from identifiable research into the effectiveness of the therapy.
- 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. Explanation 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. Explanation 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. Explanation of the therapy is less detailed. Language (including grammar, punctuation and spelling) is accurate, logical and clear.
4-6	Explanation of the therapy is well detailed and accurate but no link to the approach. <b>OR</b> Explanation of the therapy is basic in detail with some link to the approach. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1-3	Explanation of the therapy is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No appropriate description.

**Q.3 (a) Analyse two strengths of the cognitive approach as applied in psychology.**

**[6]**

Credit could be given for a discussion of the following:

- Use of nomothetic methods.
- Usefulness of the approach in society (e.g. in therapy).
- Scientific approach.
- Acceptance of free will
- Focus on the here and now.
- Any other relevant material.

*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 application to the approach.
<b>2</b>	Strength is outlined, explained and there is some application to the approach. <b>OR</b> Strength is outlined, briefly explained and has application to the approach.
<b>1</b>	Strength is outlined and briefly explained, with no application to the approach <b>OR</b> Strength is outlined applied but no explanation of why it is a strength.
<b>0</b>	Strength identified only. <b>OR</b> No relevant evaluation.

- (b) Analyse **two** weaknesses of the cognitive approach as applied in psychology. **[6]**

Credit could be given for a discussion of the following:

- Use of nomothetic methods.
- Mechanistic assumptions in relation to human behaviour.
- Reductionist nature of the approach.
- Ignorance of other relevant influences on behavior (e.g. childhood experiences, biological factors).
- Any other relevant material.

*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 application to the approach.
<b>2</b>	Weakness is outlined, explained and there is some application to the approach. <b>OR</b> Weakness is outlined, briefly explained and has detailed application to the approach.
<b>1</b>	Weakness is outlined and briefly explained, with no application to the approach <b>OR</b> Weakness is outlined and applied but there is no explanation of why it is a weakness.
<b>0</b>	Weakness identified only. <b>OR</b> No relevant evaluation.

**Q.4 Discuss the similarities and differences between the behaviourist and psychodynamic approaches.**

**[12]**

Credit could be given for a discussion of:

- The relative influence of internal vs external factors.
- Reductionism.
- Determinism vs free will.
- Use of nomothetic vs idiographic methods.
- Scientific/non-scientific approach.
- Objective vs subjective nature of the approaches.
- Methodology used by the approaches.
- Any other relevant discussion.

<b>Marks</b>	<b>AO2</b>
<b>10-12</b>	Discussion 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>	Discussion is reasonably thorough and coherent, with both similarities and differences. Depth or range of analysis is displayed.
<b>4-6</b>	Discussion is limited and basic; there are similarities and/or differences.
<b>1-3</b>	Discussion is superficial; material is muddled and/or incoherent.
<b>0</b>	No relevant discussion.

**Q.5 Outline and evaluate the methodology used by the biological approach. [12]**

Credit could be given for a discussion of the following:

- Use of brain scanning techniques.
- Use of laboratory studies (human or non-human).
- Use of twin studies.
- Good control of variables.
- Scientific, objective.
- Issue of researcher bias.
- Issue of generalisation/representation.
- Ethical issues
- Any other relevant material.

<b>Marks</b>	<b>AO3</b>
<b>10-12</b>	Method(s) is/are clearly explained and have clear application to the approach. Discussion is thorough and clearly structured, with coherent elaboration of relevant strength and weaknesses. Depth and range of discussion are displayed.
<b>7-9</b>	Method(s) is/are clearly stated and applied. Discussion 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 applied in a limited manner. Discussion 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. Discussion of method(s) is superficial and very limited.
<b>0</b>	No relevant application or discussion.



For Welsh Medium Centres:

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

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

- Use of introspection.
- Use of laboratory experimental.
- Use of case studies, for example, in memory research.
- Controlled, experimental nature of the approach.
- Issues of replicability.
- Issues of objectivity/falsifiability.
- Any other relevant material.

Marks	AO3
<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 strength 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 <b>and/or</b> weaknesses.
<b>1-3</b>	Statement of method(s) is explained in a limited manner. Evaluation of method(s) is limited with evidence of strengths <b>and/or</b> weaknesses. Evaluation of method(s) is superficial and very limited.
<b>0</b>	No relevant explanation or evaluation.