



GCE A LEVEL MARKING SCHEME

AUTUMN 2021

**A LEVEL
PSYCHOLOGY – COMPONENT 1
A290U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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 A LEVEL PSYCHOLOGY – COMPONENT 1

AUTUMN 2021 MARK SCHEME

Question	AO1	AO2	AO3	Total
1	10			10
2			8	8
3	6			6
4		10		10
5	12			12
6			10	10
7		10		10
8			10	10
9	12		12	24
Total	40	20	40	100

1. Describe the main components of either cognitive behavioural therapy **OR** rational emotive behaviour therapy. [10]

This question is focused on demonstrating knowledge and understanding of scientific ideas.	
Credit could be given for:	
<p>Cognitive behavioural therapy:</p> <ul style="list-style-type: none"> • Assumptions of the therapy e.g. faulty thinking, cognitive distortions, negative cognitive triad. • Combination of cognitive and behavioural techniques. • Use of dysfunctional thought diary. • Setting and completion of homework tasks. • Role of the therapist. • Any other relevant component. 	<p>Rational emotive behaviour therapy:</p> <ul style="list-style-type: none"> • Main assumption of the therapy e.g., basic irrational assumptions. • ABC model with the addition of D and E. • Disputing (logical, empirical and pragmatic). • Mustabatory thinking. • Role of the therapist e.g., unconditional positive regard. • Any other relevant component.
Marks	AO1
9-10	<ul style="list-style-type: none"> • Description and level of accuracy is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
6-8	<ul style="list-style-type: none"> • Description and level of accuracy is reasonable. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	<ul style="list-style-type: none"> • Description and level of accuracy is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	<ul style="list-style-type: none"> • Description and level of accuracy is superficial. • Very little use of terminology. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

2. Evaluate **one** weakness of the behaviourist approach and **one** strength of the psychodynamic approach. [4+4]

This question is mainly focused on analysing, interpreting and evaluating scientific information, ideas and evidence in relation to making judgements and reaching conclusions.	
Credit could be given for:	
<p>Behaviourist weakness:</p> <ul style="list-style-type: none"> • Overemphasis on nurture over nature. • Issues of extrapolation from basing theories on animal research. • Only measures observable behaviour. • Therapy; success rates, relapse, treating symptoms rather than cause, length of treatment. • Issues and debates; reductionism, determinism, individual differences. • Ethics of the behaviourist approach. • Any other relevant evaluation. 	<p>Psychodynamic strength:</p> <ul style="list-style-type: none"> • Acceptance of the effects of childhood on adult behaviour. • Therapy: success rates, treats causes of behaviour not just symptoms, length of treatment. • Application to the real world. • Issues and debates; reductionism, determinism, individual differences. • Ethics of the psychodynamic approach. • Evidence to support the approach. • Any other relevant evaluation.
Marks	AO3
4	<ul style="list-style-type: none"> • A thorough evaluation clearly linked to the approach. • Examples are well chosen to support the points made. • Structure is logical.
3	<ul style="list-style-type: none"> • A reasonable evaluation clearly linked to the approach. • Examples are appropriate. • Structure is mostly logical.
2	<ul style="list-style-type: none"> • Basic evaluation. • Examples are not always relevant. • Structure is reasonable.
1	<ul style="list-style-type: none"> • Superficial evaluation. • There are no examples to support. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

3. Outline the procedures of Bowlby's (1944) research '*Forty-four juvenile thieves: Their characters and home-life*'. [6]

This question is focused on demonstrating knowledge and understanding of scientific ideas.	
Credit could be given for:	
<ul style="list-style-type: none"> • Use of opportunity sampling. • Use of the Binet Scale to test intelligence. • Interview between mother and social worker on the child's psychiatric history. • Psychologist notes on the emotional attitude of the child. • Meeting between Bowlby, the social worker and the psychologist. • Consideration of school and other reports on the child. • Further therapy after the initial study. • Use of a control group. 	
• Any other appropriate procedure.	
Marks	AO1
6	<ul style="list-style-type: none"> • Outline and level of accuracy is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
5	<ul style="list-style-type: none"> • Outline and level of accuracy is reasonable. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-4	<ul style="list-style-type: none"> • Outline and level of accuracy is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	<ul style="list-style-type: none"> • Outline and level of accuracy is superficial. • Very little use of terminology. • Answer lacks structure.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

4. 'Myers and Diener's (1995) research 'Who is happy?' is ethical but has limited social implications'.

With reference to the statement, discuss the ethical issues and social implications of Myers and Diener's (1995) research. [10]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in a practical context.	
Credit could be given for:	
<p>Ethical issues:</p> <ul style="list-style-type: none"> • Psychological harm. • Informed consent. • Use of socially sensitive data. • Confidentiality. • Right to withdraw information. • Any other appropriate ethical issue. 	<p>Social implications:</p> <ul style="list-style-type: none"> • Penn Resilience Programme e.g. uplifted students, wellbeing days, could be badly taught. • Importance of family life e.g. work/life balance. • Improved health. • Leading to other positive activities e.g. charity work. • Role of law e.g. employment law, minimum wage. • Any other appropriate social implication.
Marks	AO2
10	<ul style="list-style-type: none"> • Clear reference to the statement. • Discussion and level of accuracy is thorough. • Exemplars used are well chosen. • Depth and range are displayed. • Logical structure.
7-9	<ul style="list-style-type: none"> • Some reference to the statement. • Discussion and level of accuracy is reasonable. • Exemplars are appropriate. • Depth and range are displayed though not in equal measure. • Structure is mostly logical.
4-6	<ul style="list-style-type: none"> • Reference to the statement is basic. • Discussion and level of accuracy is basic. • Exemplars not always made relevant. • Depth or range. • Structure is reasonable.
1-3	<ul style="list-style-type: none"> • No reference to the statement. • Discussion and level of accuracy is superficial. • Exemplars identified but not made relevant. • Answer lacks structure
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

5. (i) Using an example from psychology, describe the biological assumption of 'localisation of brain function'. [4]

This question is focused on demonstrating knowledge and understanding of scientific ideas.	
Credit could be given for:	
<ul style="list-style-type: none"> • Description of what localisation of brain function is. • Naming of the four lobes. • Description of the function of each lobe. • Example of function localisation e.g. language. • Any other appropriate description. 	
Marks (per assumption)	AO1
4	<ul style="list-style-type: none"> • Description and level of accuracy is thorough and clearly linked to psychology. • Effective use of appropriate terminology.
3	<ul style="list-style-type: none"> • Description and level of accuracy is reasonable and linked to psychology. • Good use of appropriate terminology.
2	<ul style="list-style-type: none"> • Description and level of accuracy is basic. • Link to psychology may not be clear. • Some use of appropriate terminology.
1	<ul style="list-style-type: none"> • Description is superficial. • No link to psychology. • Very little use of appropriate terminology.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- (ii) Using an example from psychology, describe the cognitive assumption of 'schemas'. [4]

This question is focused on demonstrating knowledge and understanding of scientific ideas.	
Credit could be given for:	
<ul style="list-style-type: none"> • Description of a schema. • Role of stereotyping. • Role of past experiences. • Role of the environmental factors e.g. influence of family and peers. • Example of schemas e.g. Bartlett • Any other appropriate description. 	
Marks (per assumption)	AO1
4	<ul style="list-style-type: none"> • Description and level of accuracy is thorough and clearly linked to psychology. • Effective use of appropriate terminology.
3	<ul style="list-style-type: none"> • Description and level of accuracy is reasonable and linked to psychology. • Good use of appropriate terminology.
2	<ul style="list-style-type: none"> • Description and level of accuracy is basic. • Link to psychology may not be clear. • Some use of appropriate terminology.
1	<ul style="list-style-type: none"> • Description is superficial. • No link to psychology. • Very little use of appropriate terminology.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

- (iii) Using an example from psychology, describe the positive assumption of the 'acknowledgement of free will'. [4]

This question is focused on demonstrating knowledge and understanding of scientific ideas.	
Credit could be given for:	
<ul style="list-style-type: none"> • Description of what free will is. • Ability to take charge of our own thoughts/behaviour. • Ed Diener's research on happiness and wellbeing. • Example of free will e.g. elements of therapy that are self-led. 	
<ul style="list-style-type: none"> • Any other appropriate description. 	
Marks (per assumption)	AO1
4	<ul style="list-style-type: none"> • Description and level of accuracy is thorough and clearly linked to psychology. • Effective use of appropriate terminology.
3	<ul style="list-style-type: none"> • Description and level of accuracy is reasonable and linked to psychology. • Good use of appropriate terminology.
2	<ul style="list-style-type: none"> • Description and level of accuracy is basic. • Link to psychology may not be clear. • Some use of appropriate terminology.
1	<ul style="list-style-type: none"> • Description is superficial. • No link to psychology. • Very little use of appropriate terminology.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

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

This question is mainly focused on analysing, interpreting and evaluating scientific information, ideas and evidence in relation to making judgements and reaching conclusions.

Credit **could** be given for:

- Use of a quasi-experiment.
- Issues of causality.
- Use of PET scans e.g. measurable, scientific, replicability, harm to participants.
- Sample used e.g. use of a control group, ecological validity.
- Comparison to alternative evidence.

- Any other appropriate evaluation of the classic evidence.

Marks	AO3
10	<ul style="list-style-type: none"> • A thorough analysis. • Clearly linked to the classic research. • Examples are well chosen to support the point made. • Arguments are well-developed and balanced throughout. • Structure is logical. • Depth and range. • An appropriate conclusion is reached based on evidence presented.
7-9	<ul style="list-style-type: none"> • A reasonable analysis. • Clearly linked to the classic research. • Examples are appropriate. • Arguments are developed. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
4-6	<ul style="list-style-type: none"> • Basic analysis. • Examples are not always relevant. • Arguments are not developed. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-3	<ul style="list-style-type: none"> • Superficial analysis. • There are no examples to support. • Answer lacks structure. • No conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted

7. 'The cognitive approach is better than the behaviourist approach.'

With reference to the statement, compare and contrast the cognitive and behaviourist approaches. [10]

This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures in a practical context.

Credit **could** be given for:

- Effectiveness of therapy e.g. length of treatment, long term effects, treatment of underlying cause and/or symptoms.
- Ethical issues of therapy e.g. client responsibility, role of the therapist, levels of anxiety, pace of the therapy for the patient, issues of valid consent.
- Methods of investigation e.g. scientific nature, reliability issues, validity issues.
- Research to support or refute the approach.
- Acknowledgement of internal processes.
- Use of non-human animals in research.

- Any other appropriate comparison.

N.B. A comparison of the assumptions without further discussion is not creditworthy.

Marks	AO2
10	<ul style="list-style-type: none"> • Clear reference to the statement. • Evaluation and level of accuracy is thorough. • Exemplars used are well chosen. • Depth and range are displayed. • Logical structure.
7-9	<ul style="list-style-type: none"> • Some reference to the statement. • Evaluation and level of accuracy is reasonable. • Exemplars are appropriate. • Depth and range are displayed though not in equal measure. • Structure is mostly logical.
4-6	<ul style="list-style-type: none"> • Reference to the statement is basic. • Evaluation and level of accuracy is basic. • Exemplars not always made relevant. • Depth or range. • Structure is reasonable.
1-3	<ul style="list-style-type: none"> • No reference to the statement. • Evaluation and level of accuracy is superficial. • Exemplars identified but not made relevant. • Answer lacks structure
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

8. Evaluate either mindfulness **OR** quality of life therapy in terms of effectiveness and ethical issues. [10]

This question is mainly focused on analysing, interpreting and evaluating scientific information, ideas and evidence in relation to making judgements and reaching conclusions.	
Credit could be given for:	
<p>Mindfulness:</p> <p>Effectiveness of therapy:</p> <ul style="list-style-type: none"> • Length of treatment, long term effects. • Use of other therapies. • Use in schools and the workplace. • Research to illustrate effectiveness of therapy. <p>Ethical issues:</p> <ul style="list-style-type: none"> • Valid consent. • Free will to control own thoughts. • Risk of harm. • Right to withdraw. <ul style="list-style-type: none"> • Any other appropriate evaluation. 	<p>Quality of life therapy:</p> <p>Effectiveness of therapy:</p> <ul style="list-style-type: none"> • Length of treatment, long term effects for a range of age groups. • Use in depressed patients. • Use in patients with physical illness. • Research to illustrate effectiveness of therapy. <p>Ethical issues:</p> <ul style="list-style-type: none"> • Valid consent. • Free will to control own thoughts. • Risk of harm. • Right to withdraw. <ul style="list-style-type: none"> • Any other appropriate evaluation.
N.B. candidates cannot access band 9-10 if they do not evaluate both effectiveness and ethical issues.	

Marks	AO3
9-10	<ul style="list-style-type: none"> • A thorough evaluation. • Clearly linked to the therapy. • Examples are well chosen to support the point made. • Arguments are well-developed and balanced throughout. • Structure is logical. • Depth and range. • An appropriate conclusion is reached based on evidence presented.
7-8	<ul style="list-style-type: none"> • A reasonable evaluation. • Clearly linked to the therapy. • Examples are appropriate. • Arguments are developed. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
4-6	<ul style="list-style-type: none"> • Basic evaluation. • Examples are not always relevant. • Arguments are not developed. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-3	<ul style="list-style-type: none"> • Superficial evaluation. • There are no examples to support. • Answer lacks structure. • No conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

9. 'Conditioning techniques are ethical; therefore, they should be used to control the behaviour of children.'

Discuss the extent you agree with the statement. You should demonstrate your understanding of psychological knowledge and research in your answer. [24]

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:	
<ul style="list-style-type: none"> • Sizer. 'Seven Tips for Practicing Positive Discipline'. (2013). • Anderson. 'Tips on the Misuses of Negative Reinforcement for Parents'. (2013) • Use of conditioning techniques in a range of settings. • Use of conditioning techniques with vulnerable children. • Role of the wider family e.g. grandparents, siblings. 	
<ul style="list-style-type: none"> • Any other appropriate material. 	
Marks	AO1
10-12	<ul style="list-style-type: none"> • Description and level of accuracy is thorough. • Exemplars are well chosen. • 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"> • Description and level of accuracy is reasonable. • Exemplars are appropriate. • 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"> • Description and level of accuracy is basic. • Exemplars may not always be appropriate. • 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"> • Description and level of accuracy is superficial. • Exemplars not always made relevant. • Very little use of appropriate terminology. • Answer lacks structure
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.

Question 9 continued

<p>This question is mainly focused on analysing, interpreting and evaluating scientific information, ideas and evidence in relation to making judgements and reaching conclusions and to develop and refine practical design and procedures.</p>	
<p>Credit could be given for:</p> <ul style="list-style-type: none"> • Analysis of research evidence. • Legalities of using corporal punishment as opposed to conditioning techniques • Improving reliability e.g. the way in which this debate is investigated; self- reports and observations. • Cultural differences in conditioning techniques. • Ethical implications of using or not using conditioning techniques. • Conclusion to the debate. Overall agreement or disagreement with the statement. <p>• Any other appropriate discussion.</p>	
Marks	AO3
10-12	<ul style="list-style-type: none"> • A thorough discussion is made of both sides of the debate. • Clear reference to the statement. • Evaluative comments are evidently relevant to the context. • Structure is logical throughout. • An appropriate conclusion is reached based on analysing and interpreting the evidence presented.
7-9	<ul style="list-style-type: none"> • A reasonable discussion is made of both sides of the debate. • Reasonable reference to the statement. • Evaluative comments show some relevance to the context. • Structure is mostly logical. • A reasonable conclusion is reached based on analysing and interpreting the evidence presented.
4-6	<ul style="list-style-type: none"> • A basic discussion of both sides of the debate OR a reasonable discussion is made of only one side of the debate. • Reference to the statement is superficial. • 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. • No reference to the statement. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	<ul style="list-style-type: none"> • Inappropriate answer given. • No response attempted.