GCE A LEVEL MARKING SCHEME

SUMMER 2025

A LEVEL
PSYCHOLOGY – COMPONENT 1
A290U10-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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GCE A LEVEL PSYCHOLOGY – COMPONENT 1

SUMMER 2025 MARK SCHEME

Question	AO1	AO2	AO3	Total Marks
1	8			8
2			10	10
3		5		5
4	10		8	18
5		10		10
6	10			10
7			10	10
8		5		5
9	12		12	24
Total	**40**	**20**	**40**	**100**

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1.	**Using examples from psychology, describe two assumptions of the behaviourist approach.**	**4+4**

This question is focused on demonstrating knowledge and understanding of scientific ideas.

Credit **will** be given for:

- Blank slate – tabula rasa, environmental determinism, observation and imitation, nurture over nature, examples from this theory e.g., Bandura (1961).
- Behaviour learnt through conditioning – classical conditioning (learning through association, the classical conditioning formula, stimulus-response) and operant conditioning (positive reinforcement, negative reinforcement, punishment), examples from these theories e.g., Pavlov (1897) and Skinner (1938).
- Humans and animals learn in similar ways – quantitative differences, generalisations to human behaviour/extrapolation, rewards and punishments, token economies, examples where animal research has been applied to humans e.g., Mineka and Cook (1989).

- Any other appropriate content.

Marks (per assumption)	**AO1**
4	• Description and level of accuracy is thorough and clearly linked to psychology. • Effective use of appropriate terminology.
3	• Description and level of accuracy is reasonable and linked to psychology. • Good use of appropriate terminology.
2	• Description and level of accuracy is basic. • Link to psychology may not be clear. • Some use of appropriate terminology.
1	• Description is superficial or assumption is named only. • No link to psychology. • Very little use of appropriate terminology. **OR** • Only an example is described.
0	• Inappropriate answer given. • No response attempted.

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2.	**Evaluate Myers & Diener's (1995) research *'Who is happy?'***	**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 **will** be given for:

- Methodological issues; subjective well-being responses subject to validity issues e.g., social desirability and demand characteristics. Correlational studies used leading to issues with causation.
- Cultural bias through the use of Western ideals on happiness.
- Possible researcher bias in selection of research and drawing of conclusions.
- Application of findings to the real world.
- Ethics e.g., psychological harm from asking about well-being, relationships etc.
- Social implications e.g., impact on particular groups in society, benefits of discovering the origin of happiness.
- Evidence to support and/or refute the research.

- Any other appropriate content.

N.B. points above can be either strengths or weaknesses as long as they are appropriately justified.

Marks	AO3
9-10	• Thorough evaluation. • Examples are well chosen to support the points made. • Arguments are well-developed and balanced throughout. • Structure is logical. • Depth and range. • An appropriate conclusion is reached based on evidence presented.
6-8	• Reasonable evaluation. • 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.
3-5	• Basic evaluation. • Examples are not always relevant. • Arguments are not developed. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial evaluation. • There are no examples to support. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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3.	**Apply your knowledge of <u>one</u> assumption of the psychodynamic approach to explain <u>one</u> human behaviour.**	**5**

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

Credit **will** be given for:

- Use of unconscious ego defence mechanisms e.g., regression, repression, displacement, projection, denial in human behaviours e.g. phobias, addiction.
- Role of the id, ego and superego in human behaviour e.g. over internalised superego feelings of guilt and shame leading to depression.
- Links to the psychosexual stages of development in human behaviour e.g. phallic stage links to formation of relationships, oral stage regression links to schizophrenia.

- Any other appropriate application.

N.B. Any behaviour can be considered, but it must be human behaviour.

Marks	AO2
5	• Application and level of accuracy is thorough. • Exemplars used are well chosen. • Logical structure.
3-4	• Application and level of accuracy is basic. • Exemplars not always made relevant. • Structure is reasonable.
1-2	• Application and level of accuracy is superficial. • Exemplars identified but not made relevant. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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4.(a)	**Mindfulness and quality of life are both therapies from the positive approach. Describe the main components of <u>one</u> of these therapies.**	**10**

This question is focused on demonstrating knowledge and understanding of scientific ideas.

Credit **will** be given for:	Credit **will** be given for:
Mindfulness: • History of the therapy. • Link between the assumptions of the approach and mindfulness. • Mindfulness Based Stress Reduction (MBSR). • Role of meditation and mindful • breathing. • Mindfulness Based Cognitive Therapy (MBCT). • Mindfulness practice with no professional skills needed to practice it. • Research to illustrate the main components of mindfulness. • Any other appropriate content.	Quality of life therapy: • History of the therapy. • Link between the assumptions of the approach and quality of life therapy. • 16 areas of the quality of life Inventory. • CASIO model. • 'Three Pillars' of quality of life Therapy. • Relation to CBT. • Research to illustrate the main components of quality of life therapy. • Any other appropriate content.

Marks	AO1
9-10	• Description and level of accuracy of components of therapy is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
6-8	• Description and level of accuracy of components of therapy is reasonable. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description and level of accuracy of components of therapy is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description and level of components of therapy is superficial. • Very little use of terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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4.(b)	Evaluate the effectiveness of the therapy that you described in 4 (a).	8

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

Credit **will** be given for:

Mindfulness**:**	Quality of Life therapy**:**
• Research evidence to support and/or refute. • Kuyken *et.al*. (2013) use of mindfulness in school programmes. • Williams *et. al*. (2014) use of MBCT (mindfulness based cognitive therapy) with childhood trauma. • Any other appropriate content. N.B. Effectiveness issues can be positive or negative.	• Research evidence to support and/or refute. • Abedi and Vostanis (2010) use of quality of life therapy with mothers of children with obsessive-compulsive disorders (OCD). • Toghyani et. al. (2011) use of quality of life therapy with male adolescents who experienced low levels of subjective well-being. • Any other appropriate content. N.B. Effectiveness issues can be positive or negative.

Marks	AO3
7-8	• Thorough evaluation. • Examples are well chosen to support the point made. • Arguments are well-developed and balanced throughout. • Structure is logical. • Depth and range.
5-6	• Reasonable evaluation. • Examples are appropriate. • Arguments are developed. • Structure is mostly logical. • Depth and range but not in equal measure.
3-4	• Basic evaluation. • Examples are not always relevant. • Arguments are not developed. • Structure is reasonable. • Depth or range.
1-2	• Superficial evaluation. • There are no examples to support. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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5.	**A teacher told their class that the biological and the psychodynamic approach conflict with each other. However, a student in the class claimed that the two approaches are more alike than many people think.** **With reference to the scenario, compare and contrast the biological approach and the psychodynamic approach.**	**10**

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

Credit **will** be given for:

- Use of therapy e.g., length of treatment, long term effects, treatment of underlying cause and/or symptoms.
- Role of the professional in therapy.
- Methods of investigation e.g., scientific nature, reliability issues, validity issues.
- Research to support or refute each approach.
- Nature/nurture debate.
- Application is evident in the use of the words: 'A teacher', 'class', 'conflict', 'a student', 'more alike', 'many people think'.
- Any other appropriate comparison.

N.B. Some of the above points can be either similarities or differences as long as they are justified.

Marks	AO2
9-10	• Clear reference to the scenario. • Discussion and level of accuracy is thorough. • Exemplars used are well chosen. • Depth and range are displayed. • Logical structure.
6-8	• Some reference to the scenario. • Discussion and level of accuracy is reasonable. • Exemplars are appropriate. • Depth and range are displayed though not in equal measure. • Structure is mostly logical.
3-5	• Reference to the scenario is basic. • Discussion and level of accuracy is basic. • Exemplars not always made relevant. • Depth or range. • Structure is reasonable. **OR** • Clear reference to the scenario. • Discussion of either compare or contrast is thorough.
1-2	• No reference to the scenario. • Discussion and level of accuracy is superficial. • Exemplars identified but not made relevant. • Answer lacks structure. **OR** • Some reference to the scenario. • Discussion of either compare or contrast is reasonable.
0	• Inappropriate answer given. • No response attempted.

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6.	**In 1920, Watson and Rayner published their research '*Conditioned emotional reactions*'. Describe the procedures used in this research.**	**10**

This question is focused on demonstrating knowledge and understanding of scientific ideas.

Credit **will** be given for:

Establishing a conditioned emotional response

The testing began when Albert was 11 months old. The procedure is described below:

1. A white rat is presented to Albert who then reaches for it. As he touches the rat a loud noise is made behind him by hitting a steel bar with a hammer. He is startled and falls backwards.
2. Joint stimulation with rat and sound. This time Albert starts to cry.
3. Joint stimulation is repeated 6 more times and Albert cries and starts withdrawing from the rat as soon as it is presented.
4. The rat is presented alone. Albert immediately starts crying and quickly crawls away. This experiment demonstrates that a fear response can be conditioned to a neutral stimulus. It is highly likely that a louder noise would have have meant fewer joint stimulations were required.

Transferring a conditioned response to other stimuli

Five days later Albert was brought in for further testing. A preliminary test where Albert was presented with the rat showed that the conditioned fear response was still present.

1. Albert was first presented with a rabbit. He immediately turned away from the animal and then began to cry. When the rabbit was placed in contact with him he crawled away from it.
2. He was then presented with a dog, he stared at it and shrank back a little. When the dog came closer, Albert turned his head away and began to cry.
3. His reaction was the same when a fur coat was presented to him.
4. When he was presented with cotton wool, he initially kicked it away but after time began to play with it, but made sure only to hold the paper packaging of the wool, and avoided touching the wool itself.
5. Albert was presented with the rat and withdrew his whole body but kept his eyes on the rat and did not cry. His hand was then placed on the rat and the rod was struck resulting in a violent reaction.
6. The rabbit is presented alone. Albert leans away from it and begins to whimper. It is then decided to change the setting to see if it would have any effect on the conditioned response. Albert was taken to a lecture hall.
7. The rat was presented alone. There was no sudden fear reaction although he did hold his hands away from the animal.
8. The rabbit is presented alone. Albert turned away from the animal.
9. The dog is presented alone. Albert turned away and cried until the dog left.
10. The rat is presented alone, there was a slight negative reaction.
11. Joint stimulation with rat and sound. Albert jumped violently.
12. The rat is presented alone. No initial reaction, but when the rat was placed nearer, he began to whimper and draw back.
13. The rabbit is presented alone. Albert whimpered and fell backwards.
14. The dog was presented alone. There was not much of a reaction until the dog barked, whereupon Albert began wailing and continued until the dog was removed.

- Any other appropriate content.

N.B. No credit is given for methodology, findings or conclusions.

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Marks	AO1
9-10	• Description and level of accuracy of procedures is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
6-8	• Description and level of accuracy of procedures is reasonable. • Depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description and level of accuracy of procedures is basic. • Depth or range. • Some use of appropriate terminology. • Reasonable structure.
1-2	• Description and level of accuracy is superficial. • Very little use of terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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7.	**Evaluate the cognitive approach in terms of its strengths and weaknesses.**	**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 **will** be given for:

- Scientific nature of the approach, e.g., use of brain scans and laboratory experiments.
- Reductionist e.g., rejection of biological factors.
- Determinism and free will, e.g., schemas and in the use of therapies.
- Mediational processes/mental processes in explaining behaviour.
- Successful applications, e.g., social cognition.
- Comparison to machines /consideration for emotions and social factors.
- Application of findings to the real world e.g., usefulness of therapy, use in health and judicial systems.
- Evidence to support and/or refute the approach.
- Any other appropriate content.

N.B. Points above can be either strengths or weaknesses as long as they are appropriately justified.
N.B. Both strengths and weaknesses must be included to access marks in the top bands.

Marks	AO3
9-10	• Thorough evaluation. • Examples are well chosen to support the points made. • Arguments are well-developed and balanced throughout. • Structure is logical. • Depth and range. • An appropriate conclusion is reached based on evidence presented.
6-8	• Reasonable evaluation. • 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.
3-5	• Basic evaluation. • Examples are not always relevant. • Arguments are not developed. • Structure is reasonable. • Depth or range. • A basic conclusion is reached. **OR** • Thorough evaluation of the strengths or weaknesses of the cognitive approach.
1-2	• Superficial evaluation. • There are no examples to support. • Answer lacks structure. • No conclusion. **OR** • Reasonable evaluation of the strengths or weaknesses of the cognitive approach
0	• Inappropriate answer given. • No response attempted.

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8.	**'The conclusions from Raine, Buchsbaum and LaCasse's (1997) research are dangerous to society.'** **With reference to the statement, discuss <u>one</u> social implication of Raine, Buchsbaum and LaCasse's (1997) research *'Brain abnormalities in murderers indicated by positron emission tomography'*.**	**5**

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

Credit **will** be given for:

- Use of evidence in courts.
- Links to the free will/determinism debate.
- Innate nature of violent behaviour.
- Effects of imprisonment on costs to society.
- Application to statement is evident in the use of the word 'dangerous', 'conclusions', 'society'.

- Any other appropriate content.

Marks	AO2
5	• Application and level of accuracy is thorough. • Exemplars used are well chosen. • Logical structure.
3-4	• Application and level of accuracy is basic. • Exemplars not always made relevant. • Structure is reasonable.
1-2	• Application and level of accuracy is superficial. • Exemplars identified but not made relevant. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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9.	**'Despite some research findings suggesting otherwise, eyewitness testimony is actually quite reliable'.** **Discuss the extent to which you agree with this viewpoint. You should use psychological knowledge 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 cognitive 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 **will** be given for:

- Theories used to describe eyewitness testimony e.g., repression, reconstructive memory, leading questions, post-event information, weapon focus, minority and majority social influence, schemas.
- Description of research into eyewitness testimony e.g., Bartlett (1932), Loftus (various dates), Cohen (1966), Coxon and Valentine (1997), Roebers and Schneider (2010).
- Cross-Race Identification Bias.
- The work of the Innocence Project.
- Verifiable real-life examples of where eyewitness accounts have been reliable and unreliable.

- Any other appropriate content.

Marks	AO1
10–12	• 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	• 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	• 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	• Description and level of accuracy is superficial. • Exemplars not always made relevant. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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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.

Credit **will** be given for:

- Analysis of research evidence to refute or support the debate.
- Use of the Cognitive Interview.
- Reliability and validity issues e.g., the use of laboratory experiments, real eyewitness accounts that are high in ecological validity, temporal validity, cultural differences in perception.
- Individual differences in memory recall.
- Ethical implications of eyewitness accounts e.g., misidentification, psychological harm to the wrongly accused.
- Reliable witnesses e.g., children, victims where no other evidence is available.
- Social implications e.g., cost of false imprisonment and retrials, real perpetrators remaining in society.
- Use of scientific and DNA evidence instead of eyewitness accounts.
- Conclusion to the debate. Overall agreement or disagreement with the statement.
- Any other appropriate content.

Marks	AO3
10–12	• A thorough discussion is made of both sides of the debate. • 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	• A reasonable discussion is made of both sides of the debate. • 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	• A basic discussion of both sides of the debate • Evaluative comments are generic and not appropriately contextualised. • Structure is reasonable. • A basic conclusion is reached. **OR** • A thorough discussion is made of one side of the debate.
1–3	• A superficial discussion is made of the debate. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion. **OR** • A reasonable discussion is made of one side of the debate.
0	• Inappropriate answer given. • No response attempted.

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