CONFERENCE VERSION – 21/05/2025

CONFIDENTIAL

GCE AS MARKING SCHEME

SUMMER 2025

AS LEVEL
PSYCHOLOGY – COMPONENT 1
B290U10-1

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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 AS PSYCHOLOGY – COMPONENT 1

SUMMER 2025 MARK SCHEME

Question	AO1	AO2	AO3	TOTAL
1	4+4			8
2	5			5
3		10		10
4	5			5
5			10	10
6	8+4			12
7			10	10
8	10		10	20
TOTAL	**40**	**10**	**30**	

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1.	**Using examples from psychology, describe the following assumptions of the positive approach.**	
(a)	**Acknowledgement of free will.**	**4**
(b)	**Focus on 'the good life'.**	**4**

This question is focused on demonstrating knowledge and understanding of scientific ideas (1.a)

Acknowledgement of free will.	**Focus on 'the good life'.**
Credit **will** be given for: • Able to make decisions about our behaviour e.g. selecting characteristics for partners on dating sites. • Seligman- identifying and working on own strengths. • Contrast with determinism. • Chose activities that improve our wellbeing- Diener & Seligman (2002). • Any other appropriate information.	Credit **will** be given for: • Seligman (2003) 3 stages of desirable lives; pleasant/good and meaningful. • Elements of a good life; positive connection, positive individual traits and life regulation qualities. • Role of friendships and other relationships in promoting happiness and wellbeing. • 5 Ways to Wellbeing- connect, be active, take notice, keep learning, give. • Any other appropriate information.

Marks	**AO1**
4	• Description and level of accuracy is thorough. • Examples are well chosen to support the point made. • Effective use of appropriate terminology.
3	• Description and level of accuracy is reasonable. • Examples are appropriate. • Good use of appropriate terminology.
2	• Description and level of accuracy is basic. • Examples are not always relevant. • Very little use of appropriate terminology.
1	• Description and level of accuracy is superficial. • There are no examples.
0	• Inappropriate answer given. • No response attempted.

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2.	**Explain why a relationship is formed according to the behaviourist approach.**	5

This question is focused on demonstrating knowledge and understanding of scientific ideas (1a)

Credit **will** be given for description for:

- Behaviour learnt through conditioning explaining why relationships are formed.
- Classical conditioning, mother and child, association formed with food.
- Operant conditioning, mother and child, cupboard love.
- Operant conditioning, pet and owner, positive reinforcement.

- Any other appropriate assumption.

Marks	AO1
5	• Description and level of accuracy is thorough. • Depth and range. • Effective use of appropriate terminology.
3-4	• Description and level of accuracy is reasonable. • Depth and range but not in equal measure. • Good use of appropriate terminology.
1-2	• Description and level of accuracy is superficial. • Depth or range. • Very little use of appropriate terminology.
0	• Inappropriate answer given. • No response attempted.

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3.	**Maria, an AS Psychology student, is learning about Loftus and Palmer's research. She has been talking about it with her father Richard, a police officer. He thinks the research sounds valuable, whilst Maria disagrees as it has methodological problems.** **With reference to the scenario, discuss Loftus & Palmer's (1974) 'Reconstruction of Automobile Destruction: an example of the interaction between language and memory'.**	**10**

This question is focussed on analysing, interpreting and evaluating scientific information, ideas and evidence to make judgements and reach conclusions. (1a,1b,2a)

Credit **will** be given for**:**

- Use of questionnaires.
- Experimental design.
- Reliability.
- Validity.
- Laboratory experiment.
- Sample.
- Standardised procedures.
- Time carried out.
- Approach research based on.
- Application of research findings.
- Ethics.
- Any other appropriate content.

N.B. Please note that there is no list of definitive strengths and weaknesses and points mentioned could be presented as either.

Marks	AO2
9-10	• Reference to the scenario is thorough. • Thorough discussion. • Depth and range of material. • Structure is logical. • An appropriate conclusion reached based on evidence presented.
6-8	• Reference to the scenario is reasonable. • Reasonable discussion. • Depth and range of material, but not in equal measure. • Structure is mostly logical. • A reasonable conclusion reached based on evidence presented.
3-5	• Reference to the scenario is basic. • Basic discussion. • Depth or range only in material used. • Structure is reasonable. • A basic conclusion reached based on evidence presented.
1-2	• Reference to the scenario is superficial. • Superficial discussion. • Answer lacks structure. • No conclusion.
0	• Answer not linked. • Inappropriate answer given. • No response attempted.

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4.	**Briefly describe the main components of either cognitive behavioural therapy OR rational emotive behaviour therapy.**	5

This question is focused mainly on demonstrating knowledge and understanding of scientific procedures. (1b)

CBT	**REBT**
Credit **will** be given for description of: • Cognitive aspect- identifying negative thoughts. • Behavioural aspect- reality testing. • Dysfunctional thought diary. • Therapy during therapy. • Behaviour activation. • Any other appropriate content.	Credit **will** be given for description of: • ABC model. • ABCDE model. • Mustabatory thinking. • Unconditional positive regard. • Any other appropriate content.

Marks	**AO1**
5	• Description and level of accuracy is thorough. • Effective use of terminology. • Logical structure.
3-4	• Description and level of accuracy is reasonable. • Good use of terminology. • Mostly logical structure.
1-2	• Description and level of accuracy is superficial. • Very little use of appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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5.	**Discuss the strengths and weaknesses of the psychodynamic approach.**	**10**

This question is focussed on analysing, interpreting and evaluating scientific information, ideas and evidence to make judgements and reach conclusions. (1a,1b,2a)

Credit **will** be given for:

- Scientific nature.
- Deterministic.
- Focus on the past.
- Applications.
- Reductionist.
- Nature & Nurture.
- Individual differences.

- Any other relevant content.

N.B. 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	• Thorough discussion. • Evaluative comments are evidently relevant to the context. • Structure is logical. • Depth and range included. • An appropriate conclusion is reached based on evidence presented.
6-8	• Reasonable discussion. • Evaluative comments show some relevance to the context. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic discussion. • Evaluative comments are generic and not appropriately contextualised. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial discussion. • Evaluative comments are superficial • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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6.(a)	**Describe the findings of Watson and Rayner's (1920) research '*Conditioned emotional reactions'*.**	**8**

This question is focused mainly on demonstrating knowledge and understanding of scientific procedures. (1b)

Credit **will** be given for:

- Emotional Tests- not scared of white rat, a rabbit, a dog, a monkey, with masks with and without hair, cotton wool, burning newspapers, etc. Starting crying when sound was made by striking a hammer upon a suspended steel bar four feet in length and three-fourths of an inch in diameter.
- The establishment of conditioned emotional responses – 11 months 3 days – whimpered and fell forward when rat and noise paired.11 months 10 days- hesitant in reaching for rat. Once conditioning refreshed cries on seeing rat. Not scared blocks.
- Generalisation- 11 months 15 days still scared of rat crying moving away. Negative reactions pulling away/crying to rabbit, dog (not quite as intense until approached head, cotton will and Watson's hair. 11 months 20 days- scared rat and the rabbit (not as intense as before). Re-paired sound with dog/rabbit pronounced fear.
- Lecture hall – start not so much of a reaction rat, refreshed then reaction to rat and rabbit, dog not so much reaction until dog started to bark.
- Time – 1 year 21 days. Santa mask and fur coat withdrew, blocks played with, rabbit fretting, dog cried. Rat withdrew and fretted.

- Any other appropriate findings from original article.

Marks	AO1
7-8	• Description and level of accuracy is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
5-6	• Description and level of accuracy is reasonable. • Depth and range but not in equal measure. • Good use of terminology. • Mainly logical structure.
3-4	• Description and level of accuracy 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 appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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6.(b)	**Describe the conclusions of Watson and Rayner's (1920) '*Conditioned emotional reactions*'.**	**4**

This question is focused on demonstrating knowledge and understanding of scientific ideas (1a)

Credit **will** be given for:

- Probable many phobias are true conditioned emotional reactions either of a direct or transferred type.
- Possible that the persistence of conditioned responses will only be found in people who are not as strong willed/ constitutionally inferior.
- Emotional disturbances in adults cannot be traced back to sex alone as Freudians would theorise. They must be considered with regards to conditioned and transferred responses set up in infancy and early youth in all three of the fundamental human emotions; love, fear and rage.

- Any other relevant conclusion from original journal article.

Marks	AO1
4	• Description and level of accuracy is thorough. • Depth and range included.
3	• Description and level of accuracy is reasonable. • Depth and range, but not in equal measure.
2	• Description and level of accuracy is basic. • Depth or range.
1	• Description and level of accuracy is superficial.
0	• Inappropriate answer given. • No response attempted.

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7.	**Evaluate Raine, Buschaum, and LaCasse's (1997) research '*Brain Abnormalities in murderers indicated by positron emission tomography*'.**	**10**

This question is focussed on analysing, interpreting and evaluating scientific information, ideas and evidence to make judgements and reach conclusions. (1a,1b,2a)

Credit **will** be given for**:**

- Methodological issues; use of a quasi-experiment, matched pairs design, scanning techniques
- Sampling issues; use of NGRI sample, use of a control group, ethnocentrism, use of male and female participants.
- Consideration of the 'blame on biological influences'.
- Application of findings to the real world.
- Issues and debates; reductionism, biological determinism, individual differences.
- Ethics of the findings e.g. socially sensitive nature, use in court, right to withdraw.

- Any other appropriate content.

N.B. Please note that there is no list of definitive strengths and weaknesses and points mentioned could be presented as either.

Marks	AO3
9-10	• Thorough evaluation. • Structure is logical. • Depth and range included. • An appropriate conclusion is reached based on evidence presented.
6-8	• Reasonable evaluation. • 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. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial evaluation. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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8.	**Social and economic implications have a significant impact on whether the mother should be the primary care-giver of an infant.** **Discuss the extent to which you agree with this viewpoint. You should use psychological knowledge in your answer.**	**20**

This question is focussed on analysing, interpreting and evaluating scientific information, ideas and evidence to make judgements and reach conclusions. (1a,1b,2a)

Credit **will** be given for:

- Social and Economic: NHS recommends breast feeding up to 6 months, NCT estimate after school clubs £62 and childminders average cost £71 per week and nursery providing care part time £138.00 per week or full time £263, weighed up against parents contributing to the economy by going back to work. McGinn (2016) – daughters of working mothers earn more than stay at home mothers.
- Social and political impacts e.g. shared parental leave from April 2015 and political and economic benefits and costs-Incentivising schemes such as being able to claim tax relief on childcare costs.
- Studies into the role of mother - Bowlby Attachment Theory or Maternal Deprivation Hypothesis, 44 Juvenile Thieves Study.
- Freud's theory of 'cupboard love'.
- Role of other care-givers, father – Feldman (2014)- men's brains adapt, Field (1978), Grossman (2002), siblings, extended families, nanny/nurse and collective care.
- Research into effects of Day Care- Shpancer, N (2020-Psychology Today), NICHD high quality care better cognitive and language development, and Intervention Programmes.
- Research/theories from other approaches Biological and Cognitive: Studies into privation: Hodges and Tizzard (1989) research into institutionalisation, studies into bond formation Schaffer and Emerson. Role of oxytocin, changes in father's brains, Feldman (2014).
- Cultural variations- Aka Pygmy Tribe- Guardian 2005 where male and female roles interchangeable. Fathers spend 47% of their time with children. Hill & Hurtardo (1996) Ache tribe in Paraguay and infant mortality. McGinn (2016)- 24 countries studied.
  Collective childcare practices e.g. Israeli kibbutz Maital *et. al.* (2003).
- Any other appropriate content.

N.B. This debate is linked to the psychodynamic approach. However, the materials used in the response may be taken from any approach and perspective within psychology.

Marks	AO1
9-10	• Description and level of accuracy is thorough. • Depth and range included. • Effective use of terminology. • Logical structure.
6 -8	• Description and level of accuracy is reasonable. • Depth and range but not in equal measure. • Good use of terminology. • Mainly logical structure.
3 - 5	• Description and level of accuracy 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 appropriate terminology. • Answer lacks structure.
0	• Inappropriate answer given. • No response attempted.

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Credit **will** be given for discussion of:

- Analysis of the influence of the evidence on political decisions e.g. mothers feeling inadequate for going back to work or not, fathers feeling isolated due to female driven clubs for caregivers.
- NHS recommendations on breastfeeding.
- Improving reliability e.g., the way in which this debate is investigated; self-reports and observations.
- Cultural differences in childcare/view of the father's role as 'breadwinner'.
- Ethical implications of mother as the primary caregiver.
- Individual differences in childcare.
- Biological theories for the mother being primary caregiver e.g., release of oxytocin during childbirth.
- Conclusion to the debate. Overall agreement or disagreement with the quote.
- Any other appropriate content.

Marks	AO3
9-10	• Thorough discussion with well-developed and balanced arguments. • Evaluative comments are evidently relevant to the context. • Structure is logical. • Depth and range included. • An appropriate conclusion is reached based on evidence presented.
6-8	• Reasonable discussion with well-developed and balanced arguments. • Evaluative comments show some relevance to the context. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic discussion with well-developed and balanced arguments **OR** reasonable discussion of only one side of the argument. • Evaluative comments are generic and not appropriately contextualised. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• Superficial discussion. • Evaluative comments are superficial. • Answer lacks structure. • No conclusion.
0	• Inappropriate answer given. • No response attempted.

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