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Mark Scheme (Results)

June 2019

Pearson BTEC Level 3 National in
Applied Psychology

Unit 1: Psychological Approaches and
Applications (21331L)

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ALWAYS LEARNING



Unit 1: Applied Psychology– Marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

BTEC Next Generation Mark Scheme Template

Applied Psychology L3U1 (1906)

SECTION A

Question Number	Answer	Additional Guidance	Mark
1	<p>Award one mark for any appropriate definition of cognitive assumptions.</p> <ul style="list-style-type: none">• Thought processes are like that of a computer (1)• Views the brain as having an input and output like a computer (1)• Cognitive assumptions are internal mental processes of thinking or reasoning. (1)• A Cognitive assumption is seeing behaviour as a product of information processing. (1) <p>Accept any other appropriate response.</p>		1

Question Number	Answer	Additional Guidance	Mark
2	<p>Award up to two marks for an appropriate description about the role of schemas in understanding the world.</p> <ul style="list-style-type: none">• Jack has developed schemas from the environment he lives in. (1) For example, the media may influence the way he understands the world (1)• As Jack's experiences get wider so will his schemas (1) so other experiences will influence him rather than just his mother (1)• Jacks schema will develop and change over time (1) helping him shape his understanding of the world (1) <p>Accept any other appropriate response.</p>		2

Question Number	Answer	Additional Guidance	Mark
3	<p>Award up to two marks for an appropriate linked description of how imitation can explain Jacks behaviour.</p>		2

	<ul style="list-style-type: none"> • Jack may have observed another person behaving in a certain way (1) and reproduced that behaviour (1) • Jack may have seen other people being rewarded (vicariously reinforced) for behaving in a certain way (1) so he may have copied/reproduced this behaviour (to gain that reward) (1) • Jack may see someone behave aggressively and imitate it (1) he may be more likely to imitate it when it is a same sex role model • Social learning theory states that Jack learns by observing others and then imitating those behaviours (1) therefore Jack would have observed someone being aggressive and reproduce/copy this behaviour (1) 		
Accept any other appropriate response			

Question Number	Answer	Additional Guidance	Mark
4(a)	<p>Award one mark for appropriate definition of 'vicarious reinforcement'.</p> <ul style="list-style-type: none"> • Observing other's behaviour and seeing that they are rewarded (1) • Being more likely to imitate a behaviour because you have seen others rewarded (1) <p>Accept any other appropriate response.</p>		1

Question Number	Answer	Additional Guidance	Mark
4(b)	<p>Award one mark for identification of an appropriate strategy and one mark for an appropriate linked justification up to a total of four marks.</p> <ul style="list-style-type: none"> • Gemma could give Jack a reward when he shows good behaviours (1) for example, she could give him a treat that he enjoys (1) 		4

	<ul style="list-style-type: none"> • Gemma could punish him when he shows aggressive behaviour (1). She could take away his favourite toy (1). • Gemma could take something away that Jack doesn't want to happen/negative reinforcement (1) for example, she could say because he was good/not aggressive he doesn't have to do the washing up/chores (1) • Gemma could reward the other children for good behaviour (1) Jack would then copy the good behaviour to obtain the reward himself (1) • Gemma could use positive reinforcement (1) this is where she rewards Jack when he produces good behaviour (1) • When Jack behaves positively his mum can use positive reinforcement (1) by rewarding him with treats/stickers (1) however when he behaves aggressively she could use punishment (1) his mum can take away access to his games console or TV (1). <p>Accept any other appropriate response.</p>		
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Question Number	Answer	Additional Guidance	Mark
5	<p>Award one mark for identification of an appropriate reason that children are more susceptible to priming and up to three further marks appropriate linked justification and elaboration (this may include an example) up to a total of four marks.</p> <ul style="list-style-type: none"> • Children may have higher levels of TV viewing time (1) therefore they are exposed to adverts more (1) this means that they are exposed to higher amounts of priming (1) which means be likely to be affected by food advertising (and snack more) (1) • Food advertising provides children with subliminal messages (1) such as if they eat certain food (such as McDonald's) it will make them happy (1) Jack may think that if he eats foods he will also 		4

	<p>be happy (1) making it more likely that we will eat more of the foods advertised (1)</p> <ul style="list-style-type: none"> • Children’s brains are still developing (1) so they may be more susceptible to suggestion (1) this may mean that they find it more difficult to say no (1) and will therefore be more likely to eat more of the food advertised (1) • (Harris, Bargh and Brownell) found that children exposed to snack food adverts consumed 45% more snacks than those exposed to non-food adverts (1) this was not affected by other variables such as weight/appetite (1) showing that food advertising primes eating behaviours in children (1) and causes children to eat more snacks (1) • Children are less aware of the long-term effects of snacking/unhealthy eating (1) and therefore may be more susceptible to priming effects of food advertisements (1) • Children may not be aware of the impact of priming (1) as they have not reached that stage of cognitive development (1) <p>Accept any other appropriate response.</p>		
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Question Number	Answer	Additional Guidance	Mark
6	<p>Award one mark for appropriate definition of ‘bandwagon effect’.</p> <ul style="list-style-type: none"> • Individuals do something/follow a specific course of action that has been adopted by others. (1) • Rate of uptake of beliefs, ideas, trends increase the more they have been adopted by others. (1) • Follow the trend/popular (1) • One-person starts to do something, so another person does, and the another etc. (1) • When someone does something to follow a group of people (1) 		1

	Accept any other appropriate response.		
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Question Number	Answer	Mark
7	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content, but learners should be rewarded for other relevant answers including relevant studies. Answers might refer to:</p> <ul style="list-style-type: none"> • Jack's gender will have been socially determined through social categorisation. Males are viewed as enjoying physical activities, for example, football or rugby. Jack may therefore enjoy rough and tumble because he expects men to enjoy these types of activities. • Jack may have observed and paid attention to other males enjoying rough and tumble. He will have retained the behaviour of this model and then reproduced this behaviour. • Because the person who behaved like this was a same-sex role model he would be more likely to reproduce this behaviour. • If the person had been rewarded for behaving in this way, he may be more motivated to copy the behaviour. • Stereotypes will also affect Jack's behaviour. Being 'rough and tumble' is a stereotyped belief about men. • Behaviour is shaped - making the individual more male/female • Children adopt gender appropriate behaviours to fit in with stereotypes • Because Jack sees other boys playing in a rough and tumble way this will reinforce his view of 'being a boy' and further influence his behaviour • Jack may not like 'rough and tumble' play but because he wants to fit in with other males, he may change his behaviour to avoid social rejection or because it is socially rewarding. This is called Normative Social Influence • Jack may believe that other males are right to play in this way. He therefore changes his behaviour to fit with them. This is called informational social influence. • Jack may only change his behaviour when he is with other males. This is called identification. • Jack may have changed his behaviour and beliefs about playing in this way because he believes this is the right way to play. This is called internalisation. • Cultural influences/expectations of males and females are reflected in the games children play • The media influences the stereotypes about gender. For example, boys playing with cars in a TV advert. • Biological differences between boys and girls further reinforce gender stereotypes, for examples, boys being bigger or stronger. 	9

	<ul style="list-style-type: none"> • Evolutionary theory would suggest gender differences are due to the different roles men and women play. For example, men are the hunter gatherers/protectors and women are the ones that look after children, this is supported by the fact men are more aggressive than women/by Buss study on sexual infidelity. • Assumes children are passive recipients • Doesn't take into account children can theorise and make sense of the world themselves • Doesn't account for the fact that children are not all the same and therefore they will draw their own conclusions on what is acceptable or appropriate for them. • Doesn't take into account differences in parental views about gender norms 	
Accept any other appropriate response.		

Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way

SECTION B

Question Number	Answer	Additional Guidance	Mark
8	<p>Award one mark for appropriate definition of stereotyping.</p> <ul style="list-style-type: none"> • Widely held views/images or ideas of a person or thing. (1) • Over-generalised belief about a particular category of people. (1) • A generalised belief that is based on prejudice/assumption (1) <p>Accept any other appropriate response.</p>		1

Question Number	Answer	Additional Guidance	Mark
9	<p>Award up to three marks for an appropriate description of the effects of stereotyping.</p> <ul style="list-style-type: none"> • One effect of stereotyping is that it leads to the self-fulfilling prophecy (1). This is where the individual begins to believe the label given to them (1) so begins to act in a way that fits the label (1). • Stereotyping can lead to discrimination (1) because they hold specific views about a certain group/individual (1) and this may lead to them behaving negatively towards that group/individual (1) • Stereotyping may lead to someone being treated differently (1) this may Lower their self-esteem/cause them to feel depressed/cause them to feel isolated/may lead to them feeling angry (1) <p>Accept any other appropriate response</p>	Do not accept definition of conformity	3

Question Number	Answer	Additional Guidance	Mark
10	Award one mark for identification of an appropriate way Chloe's friends may social		4

	<p>influence her and one mark for an appropriate justification up to a total of four marks.</p> <ul style="list-style-type: none"> • Chloe friends may make her feel isolated if she doesn't behave like them (1) she may then change how she behaves to avoid social rejection (1) • Chloe's friends may influence her through informational social influence (1) by making her feel as though they know the right way to do things so that she behaves like them. (1) • Chloe's friends may also influence her through normative social influence (1) by making her feel like what they are doing is the norm, so she would change her behaviour to fit in (1) <p>Accept any other appropriate response.</p>		
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Question Number	Answer	Additional Guidance	Mark
11	<p>Award one mark for appropriate definition of subliminal messaging.</p> <ul style="list-style-type: none"> • Hidden messages that are trying to encourage you to do something/influence human behaviour. (1) • Any sensory stimuli that is below the individual's threshold for conscious perception. (1) • Messages that affect the subconscious mind and may influence behaviour (1) <p>Accept any other appropriate response.</p>		1

Question Number	Answer	Additional Guidance	Mark
12	<p>Award one mark for appropriate definition of 'neuro-marketing'.</p>		1

	<ul style="list-style-type: none"> • Neuromarketing is marketing which targets the brain/how we think/cognition to encourage you to buy a product (1) • Neuromarketing uses knowledge of how the brain works to increase the chances of someone buying something/liking something (1) • Neuromarketing uses technology such as fMRI scanning to improve the effectiveness of marketing (1) <p>Accept any other appropriate response.</p>		
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Question Number	Answer	Additional Guidance	Mark
13	<p>Award up to three marks for an appropriate description of how neuromarketing may influence consumer spending.</p> <ul style="list-style-type: none"> • Through the use of brain scans/eye tracking companies are able to know what parts of adverts are most appealing (1) they can then adapt their adverts to make their product more appealing (1) this will increase the amount of money consumers will spend (1) • Research has shown that certain stimuli (e.g. colours) can be correlated with the people's emotions. (1) companies can then (use this information to) make their adverts appeal to specific emotions (1) making consumers spend more (1) • Neuromarketing gathers research into consumer buying habits (1) this helps companies understand why leads to people choosing what to buy (1) they can then use this information to increase how likely people are to buy their product (1) <p>Accept any other appropriate response.</p>		3

Question Number	Answer	Additional Guidance	Mark
14	<p>Award one mark for appropriate factor identified – up to 2 marks</p> <ul style="list-style-type: none"> • Win approval (1) • Gain acceptance/fit in (1) 		2

	<ul style="list-style-type: none"> • Need to be appreciated/liked/loved (1) • Size of group (1) • Perceived authority figure (1) <p>Accept any other appropriate response.</p>		
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Question number	Indicative content	Mark
15	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers including relevant studies. Answers might refer to:</p> <ul style="list-style-type: none"> • A celebrity can be seen as a role model • Social learning approach states that we learn through paying attention to a behaviour by a role model, retaining/remembering that behaviour, then reproducing it. • If a person sees someone being rewarded for behaving in a certain way they may be more likely to be motivated to copy/reproduce the behaviour • A celebrity may be seen to have a higher (perceived) social status than the observer which may make it more likely that they are a role model. • If the celebrity is a role model to the person watching they are more likely to reproduce the behaviour/their social norms are likely to be affected/changed. • If the celebrity is the same sex as the person watching they will be more likely to influence their behaviour/change their social norms. • If the celebrity is seen as similar to the observer in terms of age/race/interests, then they are more likely to be seen as a role model. • When the observer can identify with a role model such as a celebrity they will be more motivated to be like their role models and therefore will copy/ reproduce the celebrity behaviour/social norms to be like them. • If a celebrity is endorsing a product this may mean that people buy the product because they want to be like them. This may make some products socially desirable. • Subliminal messaging may mean that this advertising affects social norms • A consumer might believe that if they use the product they might be as happy/rich/loved/talented as the celebrity advertising it • If a celebrity is associated with a diet and has lost weight it may encourage people to do this diet. This 	9

	<p>may be because they want the same status/response/recognition as the celebrity.</p> <ul style="list-style-type: none"> • Bandura showed that children who witness a role model be violent towards toys were also more likely to be aggressive to a toy. This shows that people will be influenced by role models such as celebrities and change their behaviour. <p>Accept any other appropriate response.</p>	
<p>Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way

SECTION C

Question Number	Answer	Additional Guidance	Mark
16	<p>Award one mark for any appropriate factor identified – up to 2 marks</p> <ul style="list-style-type: none"> • Frontal lobe damage (1) • Head trauma (1) • Dementia (1) • Anxiety and Stress (1) • Use of medication (1) • Substance use (1) • Psychological trauma (1) <p>Students may also give a relevant example Accept any other appropriate response.</p>	Do not accept 'age' or 'old age'	2

Question Number	Answer	Additional Guidance	Mark
17	<p>Award one mark for identification of what is meant by confabulation and one further mark for an appropriate justification.</p> <ul style="list-style-type: none"> • Confabulation is a type of memory loss (1) it may lead to memories for events which never occurred. (1) • Confabulation is a memory process (1) where someone may exaggerate parts in a story/memory (1) • Confabulation is a type of memory loss (1) it may lead to memories for events which happened at a different time (1) <p>Accept any other appropriate response.</p>		2

Question Number	Answer	Additional Guidance	Mark
18	<p>Award one mark for an appropriately identified reason and up to two further marks for an appropriate linked justification and subsequent elaboration (this may include an example).</p> <ul style="list-style-type: none"> • Positive reinforcement could be used to help with Tommy's rehabilitation (1). This is where Tommy be given a reward if he meets the targets in the care plan (1) This will increase 		3

	<p>the likelihood of Tommy repeating the behaviour again in the future (1)</p> <ul style="list-style-type: none"> • Tommy could be given reward when he has relearnt a skill (1) this could something such as praise (intrinsic)/ more time to watch TV (extrinsic) (1) this would mean that he is more motivated to repeat this skill again in the future (1) • The team could also take away something Tommy doesn't like when he relearns a skill (1) This could be not having to do chores such as washing up (1) This will mean that he will repeat the behaviour that took away the think he doesn't like (1) <p>Accept any other appropriate response.</p>		
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Question Number	Answer	Additional Guidance	Mark
19	<p>Award one mark for appropriate definition of instrumental aggression.</p> <ul style="list-style-type: none"> • Aggressive behaviour intended to achieve a goal/personal gain (1) • Aggressive behaviour used as a means of securing some reward (1) • Deliberate/pre-mediated/calculated act to achieve personal gain. (1) <p>Accept any other appropriate response.</p>		1

Question Number	Answer	Additional Guidance	Mark
20	<p>Award up to three marks for an appropriate description of the cognitive approach to aggression.</p> <ul style="list-style-type: none"> • One way of understanding aggression can be hostile attribution (1) This is when a person assumes that someone else's normal behaviour is intending to harm them (1) they may then use self-defence to protect themselves (1) • A person's previous schema/script/cognitive programme means that current experiences are influenced by past events (1) this means 		3

	<p>that someone may think that someone is going to harm them because they have been harmed before (1) so they may act aggressively to protect themselves (1)</p> <ul style="list-style-type: none"> • A person may have faulty thinking (1) faulty thinking is a cognitive distortion where there are errors in thought processes (1) this may mean a person doesn't fully realise the cost/impact of their aggressive behaviour (1) • A person may act aggressively through rational choice (1) through using appraisal (1) they may have weighted up the costs and benefits to behaving aggressively and continue anyway (1) <p>Accept any other appropriate response.</p>		
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Question Number	Answer	Additional Guidance	Mark
21	<p>Award one mark for identification of a feature of the evolutionary approach and one further mark for an appropriate linked justification up to a total of four marks.</p> <ul style="list-style-type: none"> • Aggression is innate/present from birth (1) this means that it is likely to have been passed through genetic material from Tommy's parents (1) • Evolutionary theory would suggest that aggression is necessary in order for Tommy to survive (1) as this will mean that the genetic material is able to be passed down to their offspring (1) • Tommy is aggressive as it means that he is more likely to reproduce and pass on his genes (1) as evolutionary theory suggested that aggression helps men prevent their mate from sexual infidelity (1) • Tommy's aggression may be a form of self-defence/way of defending himself (1) as evolutionary suggested that men had to be aggressive in order to survive and pass on their genes (1) • Tommy aggression may help him gain a better share of resources (1) for example 		4

	it may allow him to keep hold/compete for women (1)		
Accept any other appropriate response.			

Question number	Indicative content	Mark
22	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers. Answers might refer to:</p> <p>Brain Structures:</p> <ul style="list-style-type: none"> • The limbic system acts as an alarm system which activates the fight/flight process • Fight means that an aggressive response is triggered if an individual feel under threat • Flight means that an individual may try to get away if they feel under threat • Aggression is thought to be controlled by the frontal lobe. The frontal lobe is responsibility for decision making and impulse control. • Aggression is thought to be caused by damage to the frontal lobe in the brain. When Phineas Gage had an injury to this part of his brain he became more aggressive. <p>Neurochemistry</p> <ul style="list-style-type: none"> • The male sex hormone testosterone has been linked with aggression • It is believed that men might be more likely to be aggressive because they have higher levels of testosterone • SSRIs increase the amount of serotonin in the brain and reduce levels of aggression • There is a link between cortisol and aggression. Low cortisol is linked with more impulsive and risk-taking behaviour and may be linked to aggression <p>Genes</p> <ul style="list-style-type: none"> • The PET-1 Gene has been linked to production of serotonin which inhibits aggression • Twin studies have shown that twins have similar levels of aggression • MAOA is an enzyme linked to regulating neurochemistry. When the MAOA-L gene is present there are links to aggression. • Testosterone levels can be genetic therefore linking aggression to genes. 	9

		<ul style="list-style-type: none"> An enzyme in the X chromosome influences the production of serotonin. Individuals with lower levels of activity of this gene are thought to be more likely to be aggressive 	
<p>Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>			
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Level 0	0	No rewardable material.	
Level 1	1–3	<ul style="list-style-type: none"> Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions Few of the points made will be relevant to the context in the question Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them 	
Level 2	4–6	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions Some of the points made will be relevant to the context in the question, but the link will not always be clear Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way 	
Level 3	7–9	<ul style="list-style-type: none"> Demonstrates mostly accurate and detailed knowledge and understanding Most of the points made will be relevant to the context in the question, and there will be clear links Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way. 	

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