



Mark Scheme (Results)

January 2020

Pearson BTEC Level 3 National in
Applied Psychology

Unit 1: Psychological Approaches and
Applications (21331L)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Jan 2020

Publications Code 21331L_2001_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

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.

Mark Scheme

Applied Psychology L3U1 (2001)

	SECTION A	
Question Number	Answer	Mark
1	<p>Award one mark for a key assumption from the social approach:</p> <ul style="list-style-type: none">• Behaviour occurs in a social context (1)• Culture / society influences how people think / feel / behave (1) <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
2 (a)	<p>Award one mark for a clear definition of 'social categorisation'.</p> <ul style="list-style-type: none">• Putting people into (social) groups on the basis of characteristics they share (1) <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
2 (b)	<p>Award one mark for any from the following:</p> <ul style="list-style-type: none">• Gender (1)• Race (1)• Ethnicity (1)• Age (1) <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
3	<p data-bbox="488 264 1153 421">Award one mark for identification of why Ben overestimates his previous performance in maths, and two marks for linked justification of this which should include the use of Chartard et al (2007).</p> <ul data-bbox="536 488 1142 741" style="list-style-type: none"><li data-bbox="536 488 1142 741">• Ben holds gender stereotypical views (this is why he overestimates his own maths performance) (1). Males with high stereotype salience conformed to gender stereotypes (1) and overestimated their own past performance in maths more than in arts subjects (1) <p data-bbox="488 775 536 801">OR</p> <ul data-bbox="536 842 1142 1095" style="list-style-type: none"><li data-bbox="536 842 1142 1095">• Ben holds stereotypical views about male abilities (this is why he overestimates his own maths performance) (1). People differed in how strongly they held gender stereotypical views (1). The stronger the views, the more biased the reported marks (1) <p data-bbox="488 1128 1086 1155">Accept any other appropriate response.</p>	3

Question Number	Answer	Mark
4	<p>Award one mark for identification of a type of conformity that can be used to explain Ben's behaviour, and up to two marks for linked justification of behaviour for this type of conformity.</p> <ul style="list-style-type: none"> • Ben's behaviour can be explained by identification (1) because when he is with the other boys he accepts their view that it's okay to leave his rubbish (1) however when he is alone at home, he knows that it is right to help out (1) <p>OR</p> <ul style="list-style-type: none"> • Ben's behaviour can be explained by compliance (1) because he fails to clear away his rubbish when he is with the other boys (1) even though he believes his actions are wrong (1) <p>OR</p> <ul style="list-style-type: none"> • Ben's behaviour can be explained by normative social influence (1) because the other boys fail to clear away their rubbish, he does the same (1). He believes this makes him fit in with the group (1) <p>Accept any other appropriate response.</p> <p>Do not accept internalisation or informational social influence.</p>	3

Question number	Answer	Mark
5	<p>Award one mark for a clear definition of gender.</p> <p>Gender refers to the psychological / social / cultural aspects of being male / female (1) OR</p> <p>Gender is the extent to which a person feels / considers / believes themselves to be male / female (1)</p> <p>Accept any other appropriate response (including those that refer to more than one / no gender).</p> <p>Do not accept responses that refer only to biological sex.</p>	1
Question Number	Answer	Mark
6	<p>Award two marks for any from the following:</p> <ul style="list-style-type: none"> • Ben is a boy / male (1) • Ben is age 14 (1) • Ben is in puberty (1) • Ben is trying to assert dominance (at lunchtimes) (1) <p>Accept any other appropriate response</p>	2

Question Number	Answer	Mark
7	<p data-bbox="488 297 1075 389">Award one mark for each logically ordered point in a description of the evolutionary benefits of Ben having a well-paid job.</p> <ul data-bbox="539 456 1139 1167" style="list-style-type: none"><li data-bbox="539 456 1139 636">• Having a well-paid job will enable Ben to provide for his family (1). Ben’s children will have a good chance of surviving to adulthood (1) and will be likely to have children of their own (1)<li data-bbox="539 703 1139 920">• Having a well-paid job will help Ben to attract a mate (1). When they have children Ben will be able to provide them with material resources (1). So his mate can focus on having / looking after/ nurturing their children (1)<li data-bbox="539 987 1139 1167">• Having a well-paid job will enable Ben to attract the best mate (1). So, Ben is more likely to have healthy children (1) which means his genes are likely to be passed on to future generations (1) <p data-bbox="488 1256 1083 1290">Accept any other appropriate response.</p>	3

Question Number	Answer	Mark
8	<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 gender schema is a mental structure comprising knowledge about the ways males and females are expected to behave. This influences personal gender concept. • Paying more attention to gender consistent information is an example of confirmation bias; we may seek out information that is consistent with gender beliefs and ignore contradictory information. • Information consistent with a person's gender schema is more likely to be stored in memory than gender inconsistent information. This cognitive bias reinforces gender concept. • Part of Ben's gender schema is the knowledge that males are expected to do DIY. • Ben uses the fact that his sister Alice is doing art to confirm his belief that art is for girls (confirmation bias). • Ben selectively recalls instances of females clearing away and uses this to inform his belief that clearing away is 'girls' work'. • Research shows that children distort information at recall to make it more consistent with gender stereotypes (e.g. Martin and Little 1983). • Cognitive theories of gender neglect other factors, for instance Ben failing to clear away his rubbish at lunchtime may be better explained by SLT. • GST assumes that gender is binary (people are either male or female). GST and research used to support it may be outdated. More recently we have come to consider gender as more complex (fluid / non-binary). 	9

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	Marks
9	<p>Award one mark for an appropriate key assumption from the learning approach.</p> <ul style="list-style-type: none"> • Behaviour can be learnt via conditioning (1) • Behaviour can be learnt via observation and imitation (1) • Behaviour is learnt from the environment (1) • We are born as 'blank slates' and become ourselves through learning (1) <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
10	<p>Award one mark for a correctly identified example of associative priming from the scenario.</p> <ul style="list-style-type: none"> • Janet pairs together the words 'coffee and cake' (1) • The (paper) napkins feature a picture of a cup of coffee and a piece of cake (1) 	1

Question Number	Answer	Mark
11	<p>Award one mark for each logically ordered point that describes operant conditioning in relation to the scenario.</p> <ul style="list-style-type: none"> • People are being rewarded for buying a cup of coffee as they are given a free biscuit (1). This pleasant consequence is positive reinforcement (1) and means people are likely to visit Janet's coffee shop more often because they expect a free biscuit again (1) <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Mark
12	<p>Award one mark for each logically ordered point that describes classical conditioning in relation to the scenario.</p> <ul style="list-style-type: none"> • Saving money is a stimulus that causes people to feel happy (1). Buying cake becomes associated with feeling happy (1). Even when they are no longer saving money, buying cake continues to make people feel happy (1) • Feeling happy is an unconditioned response to saving money (1). People come to associate buying a cake with saving money (1). Even when the price of cakes returns to normal, they continue to feel happy when they buy the cake (1) <p>Accept any other appropriate response.</p>	3
Question Number	Answer	Mark
13	<p>Award one mark for a clear definition of the term social proof.</p> <ul style="list-style-type: none"> • Looking to others for guidance / information when we are unsure of something ourselves (1) <p>OR</p> <ul style="list-style-type: none"> • Using the information provided by others to inform our decision making (1) <p>OR</p> <ul style="list-style-type: none"> • Using information provided by others to reaffirm our own beliefs (1) <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
14	<p>Award one mark for identification of a reason why the sale of cakes has improved, and up to two marks for linked justification of this.</p> <ul style="list-style-type: none"> • Customers observe others (Janet's friends) eating cake (1) if the customers consider themselves similar to Janet's friends (role models) (1) they may imitate this behaviour by purchasing cake themselves (1) • Customers observe Janet's friends eating cake (1). Customers notice they (Janet's friends) are enjoying the cake (vicarious reinforcement) (1) Next time, they buy cake too, expecting that they will enjoy it (1) <p>Accept any other appropriate response.</p>	3
Question Number	Answer	Mark
15	<p>Award one mark for identification of a limitation of the study and up to two marks for a linked justification of the limitation.</p> <ul style="list-style-type: none"> • The study caused too much distress (1). The researchers conditioned Little Albert to be fearful of the rat (1) the fear could have / would have remained after the research was over (1) • We cannot generalise / should be cautious in generalising the findings to others (threat to population validity) (1). The study only involved a child / Little Albert (1). We don't know if the researchers could have caused others to develop similar fears (1) • This conclusion may not apply to all cases of phobia (1). The researchers (Watson and Raynor) claimed that phobias were learnt by classical conditioning (1). However, there may be 	3

	<p>additional explanations for phobias (accept an example) (1)</p> <p>Accept any other appropriate response</p>	
--	--	--

Question number	Answer: (9 marks)
16	<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.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Neuromarketing can help organisations gain insights into how products / services make people feel / what motivates consumers to make their purchasing decisions, maximising sales of products / services • fMRI is a scanning technique that enables us to see how active the brain is by measuring blood flow. If there is more blood flowing to an area when a person is shown a particular product, then we can assume the product is causing the activity • Equipment can track eye movement / measure muscle movements that create facial expressions. We can tell if a person is interested in a product / if they find a product appealing • Neuromarketing could help Janet to gain insights into how her products make customers think or feel / what motivates her customers to purchase cake / coffee • A potential customer could be shown an image of one of Janet's cakes whilst in an fMRI scanner. The scan would show which parts of the brain were active, which might tell Janet what people think / feel about her cakes • By measuring muscles to understand customers' facial expressions, Janet could gain insights into how her products make people feel / their likelihood of making a purchase. This may lead Janet to make changes to the products she offers

	<ul style="list-style-type: none"> • Neuromarketing can give insight into cognitions that people are not conscious of. Therefore, they can give researchers / marketers more information than relying on self-report measures of people's opinions (may not be truthful) • Current research suggests that many of the techniques used by neuromarketers are less effective than the traditional focus group. One study says that only fMRI is effective (Venkatraman et al., 2015) • Some scanning equipment is relatively cheap / portable so practical to use in settings like shops. Other equipment like fMRI is expensive so it is unlikely that small companies (like Janet's) would be able to afford to make use of the technology • Neuromarketing may be seen as unethical as it can be used to manipulate people in ways they are unaware of. This is because neuromarketing measures unconscious cognitions
--	---

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	Mark
17	<p>Award one mark for an appropriate cognitive concept that could explain the claim.</p> <p>Priming (for aggression) (1) Activate a schema (for aggression) (1)</p> <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
18	<p>Award one mark for each descriptive point up to a maximum of two marks.</p> <p>A tendency to attribute events according to dispositional / personality / innate / internal factors (1) whilst ignoring / downplaying possible situational / external / environmental factors (1)</p> <p>OR</p> <p>A tendency people have to over emphasise personal characteristics (1) e.g. blaming the way a person dresses for attracting unwanted attention (1)</p> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
------------------------	---------------	-------------

19	<p>Award one mark for each identification of a concept from reconstructive theory, and up to two marks for a linked explanation / justification of each concept, up to a maximum of 6 marks.</p> <ul style="list-style-type: none"> • One concept is shortening (1). This is where witnesses recall less information about the violent robbery as time passes (1). This means key details of the violent robbery may be forgotten (1) • One concept is rationalisation (1) This is where the witness tries to make sense of what they saw at recall (1). This means that key details of the violent robbery may be changed (1) • One concept is confabulation (1). This is where the witness adds detail at recall (1). This means that things that weren't witnessed are added to the memory of the violent robbery (1) <p>Accept any other appropriate response.</p>	6
----	---	---

Question Number	Answer	Mark
20	<p>Award one mark for identification of a reason and up to two marks for a linked justification.</p> <ul style="list-style-type: none"> • The man may have inherited a gene for aggression (1). This is supported by evidence that the man's brother has shown aggressive behaviour in the past (1). The aggressive gene has been passed on to both sons from a parent (1) <p>OR</p> <ul style="list-style-type: none"> • The man may have inherited a version of a gene associated with aggression (MAOA) (1). This gene may have affected the normal metabolism of neurotransmitters (serotonin / dopamine / noradrenaline) (1). An imbalance in neurotransmitters may affect behaviour, including increasing aggression (1) 	3

	Accept any other appropriate response.	
Question Number	Answer	Mark
21	<p>Award one mark for identification of a strength of the study and up to two marks for a linked justification.</p> <ul style="list-style-type: none"> • Harlow was able to collect rich, detailed data about Gage’s feelings / thoughts / behaviours (via conversations / interviews) (1) since he was the doctor who aided Gage’s recovery and had first-hand knowledge of Gage (1) This means that the study is highly valid. • Harlow collected many documents / produced drawings / ensured that Gage’s skull was preserved after his death (1) This has enabled modern day psychologists to re-examine /continue to investigate the case of Phineas Gage (1) so further developing our understanding of the functions of the damaged parts (eg Damasio et al, 1994) • Careful observation of Phineas Gage (1) allowed Harlow to link an area of brain damage with brain function (1) which informs our (modern) understanding of localisation of function (1) <p>Accept any other appropriate response.</p>	3

Question number	Answer: (9 marks)
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 including relevant studies. Answers might refer to:</p>

- Normative / informational social influence are explanations for why people may conform to aggressive behaviours within a group. NSI - people adopt aggressive behaviour to fit in with a group norm. ISI – by seeing others behaving aggressively acquire something they want / need
- Internalisation would say that people conform to the aggressive behaviour of others and continue to believe aggression is acceptable / behave aggressively even when not in their company
- Societal norms assert that men should display certain characteristics, including aggressive behaviour
- Many societies stereotype males as physically aggressive, so aggression and masculinity are strongly linked
- The man behaves aggressively to be seen as 'one of the family' – to fit in (NSI) / or because he understands aggression to be a way to get the things he wants / needs – link to stealing (ISI)
- The man has internalised aggressive attitudes / behaviours from his family and believes that the violent robbery was right / justified
- The man identifies strongly as male and so has internalised the physically aggressive male stereotype generated by society
- Others have assumed that the man is aggressive and so he is living up to this label / expectation/ stereotype (self-fulfilling prophecy)
- Is an alternative way to understand why aggression runs in families – this could be a result of socialisation rather than biological influences
- Social learning theory may be a better explanation of aggression. Bandura (1961) found that children behaved more aggressively after observing an aggressive adult
- Hentges and Case (2013) found significantly greater amounts of physical aggression portrayed by male cartoon characters compared to female characters. This supports the stereotypical view that males are more aggressive

		<ul style="list-style-type: none"> • Fails to account for the effects of reward on the man's behaviour (operant conditioning would say the items he steals positively reinforce his behaviour) • Stewart-Williams (2002) found no difference in the perception of aggression in fictional characters when they were presented as male / female. This would challenge the claim that males are stereotypically considered aggressive
Level		
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

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cymru
Welsh Assembly Government

