



Mark Scheme (Results)

January 2021

Pearson BTEC Nationals
In Applied Human Psychology (21331L)
Unit 1: Psychological Approaches and
Applications

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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.

Section A

Question Number	Answer	Marks
1	<p>Award one mark for a correct key assumption from the cognitive approach.</p> <ul style="list-style-type: none"> • Behaviour is a product of information processing (1) • The brain is similar to a computer, it has inputs, processes and outputs (1) • The brain works like a computer (1) • Internal processing is like a computer (1) <p>Do not accept brain/mind is like a computer/ computer analogy.</p> <p>Accept any other appropriate responses.</p>	1
2	<p>Award one mark for correct identification from the scenario.</p> <ul style="list-style-type: none"> • (George has added) 'chips' (to fish) (1) • (George has added) 'cream' (to strawberries) (1) <p>Accept any other appropriate wording.</p>	1

Question Number	Answer	Marks						
3	<p>Award one mark for each row of the table that is correctly completed, up to a total of 3 marks.</p> <table border="1" style="margin-left: 40px;"> <tbody> <tr> <td style="text-align: center;">Unconditioned Stimulus food (given)</td> <td style="text-align: center;">Unconditioned Response mouth waters (given)</td> </tr> <tr> <td style="text-align: center;">Unconditioned stimulus + Neutral Stimulus Food (given) + (sound of) trolley (1)</td> <td style="text-align: center;">Unconditioned Response mouth waters (given)</td> </tr> <tr> <td style="text-align: center;">Conditioned Stimulus (sound of) trolley (1)</td> <td style="text-align: center;">Conditioned Response mouth waters (1)</td> </tr> </tbody> </table> <p>Accept alternative wording.</p>	Unconditioned Stimulus food (given)	Unconditioned Response mouth waters (given)	Unconditioned stimulus + Neutral Stimulus Food (given) + (sound of) trolley (1)	Unconditioned Response mouth waters (given)	Conditioned Stimulus (sound of) trolley (1)	Conditioned Response mouth waters (1)	3
Unconditioned Stimulus food (given)	Unconditioned Response mouth waters (given)							
Unconditioned stimulus + Neutral Stimulus Food (given) + (sound of) trolley (1)	Unconditioned Response mouth waters (given)							
Conditioned Stimulus (sound of) trolley (1)	Conditioned Response mouth waters (1)							

Question Number	Answer	Marks
4	<p>Award one mark for giving the effect that stickers may have on behaviour and up to two further marks for using the study to explain this.</p> <ul style="list-style-type: none"> • Skinner found that rats learnt to press levers to get food / reward (1). This suggests that the residents will continue to carry out the desirable behaviours (chores / make the bed / clear away plates) (1) as they will want to receive more stickers / rewards (1). <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Marks
5	<p>Award one mark for identification or description of a limitation of conditioning to explain behaviour, and up to two further marks for explanation / justification of this.</p> <ul style="list-style-type: none"> • Suggesting behaviour is due to conditioning alone is simplistic / reductionist (1) because it breaks behaviour down into smaller parts in order to understand it (1). (This means that) cognition / social influences on behaviour are ignored (1) • A lot of research on conditioning was conducted on animals (rats / pigeons / cats) (1). Humans are more complex than animals (1). It may not be possible to generalise / apply findings to understanding human behaviour (1). <p>Accept any other appropriate response, including those that refer to a specific behaviour.</p>	3

Question Number	Answer	Marks
6	<p>Award one mark for each identification of a point in development where sex hormones have a role and one mark for linked explanation of how gender was affected at this point, up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Testosterone will have been released as his testes formed (before birth / in the uterus) (1). This would have masculinised / lateralised George's brain (1) • At puberty / as an adult (1) high levels of testosterone may link with George wanting to be the team captain / wanting to dominate (1) • At puberty (1) the rise in testosterone will cause the growth of facial hair / deepen George's voice (1). <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Marks
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.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • The social approach says that our gender is influenced by those around us, culture and society. • Primary school age children spend a lot of time playing with same sex peers. Peers act as role models for gender appropriate behaviour and may punish non-gender-typical behaviour. • Adolescents compare themselves to their peers to understand the extent to which they are similar to / different from them. They form self-judgements about the typicality of their own genders. • People feel pressure to conform to the norms of the groups. When the group is defined by gender, conformity is to gender norms. Individual behaviour becomes typical of their gender. • George spent a lot of time playing with his brother as a boy. The brother may have modelled gender appropriate behaviour to him (playing with cars). The more he enjoyed this, the more he would have continued to play with him. • George’s brother may have teased / excluded him from their games if he ever chose to play with his sister and her dolls. • As an adolescent, by continuing to spend time with his brother watching motor sport, George would have been able to judge the extent to which he conforms to gender norms. 	9

	<ul style="list-style-type: none"> • Haney et al (1973) demonstrated that people conform to social roles by identifying as prisoners or guards. Similarly, people may conform to their own gender. • The social approach is less successful at explaining gender non-conformity when individuals are surrounded by others who do conform to gender norms. • Biological influences on gender may be stronger. David Reimer reverted to a male identity despite being socialised to be female when his penis was removed after a botched circumcision. <p>Accept any other appropriate response.</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 B

Question Number	Answer	Marks
8	<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) • Other people / culture / society influence behaviour (1). <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Marks
9	<p>Award one mark for each correct example of social categorisation from the scenario, up to a total of two marks.</p> <ul style="list-style-type: none"> • Dog walkers (1) • Farmers (1) • Young people / youngsters (1). • Festival goers (1) <p>Accept alternative spellings.</p>	2

Question Number	Answer	Marks
10	<p>Award one mark for the identification (or description) of a correct explanation of conformity that may explain the behaviour. Award up to one further mark for a linked explanation using the source.</p> <ul style="list-style-type: none"> • Normative social influence (NSI) (1). Jasmine bought them to fit in with / be liked by her friends / avoid rejection by them (1). • Informational social influence (ISI) (1). She bought them because Amara / Kylie (who already own a pair each) told her that they were good for when it's muddy (1). 	2

Question Number	Answer	Marks
11a	<p>Award one mark for an explanation of the likely behaviour of the shoppers, and up to two further marks that use the study by Harris et al as justification.</p> <ul style="list-style-type: none"> • Seeing the advert (for the wellingtons) in the window might make shoppers more likely / prime shoppers to buy a pair of the wellingtons (1). Harris et al showed children a cartoon during which they saw either snack food or non-food adverts (1). Those who saw the snack food advert consumed more snack food while watching the cartoon (1). • Seeing the advert in the window might make shopper more likely / primed to make a purchase, (although not necessarily the wellintons) (1). Harris et al showed students either fun, healthy or no food adverts (1). Those who saw the fun food adverts were more likely to eat more of all food while watching the TV show than the others. <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Marks
11b	<p>Award one mark for identification of a limitation of the study. One mark for linked explanation and one mark for an expansion of the explanation using the scenario.</p> <ul style="list-style-type: none"> • The findings from the Harris et al study might not be generalisable to understanding the shoppers (1). Harris et al only looked at consumption of food,1) Different factors / factors other than priming may influence the behaviour of shoppers (1). • Harris et al's study was conducted in controlled conditions / may have lacked ecological validity (1). For example, children watched the cartoons alone / in a room at school (1). The findings from the study might not apply to shoppers who are in groups / at the shops (1). • Harris et al may lack population validity (1). They used children / adult students in the study (1). The shoppers may be of different ages / might work for a living which may affect their behaviour (1). <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Marks
12	<p>Award one mark for a correct explanation of each term. Award up to one additional mark for a linked explanation / justification of how each may lead to more sales.</p> <ul style="list-style-type: none"> • Social proof: people look to others (with more knowledge) for guidance about how to behave / what to buy (1). More wellingtons will be sold because people trust the environmental campaigner’s opinion (1). • The bandwagon effect: People make decisions about how to behave / what to buy based on their beliefs / perceptions about everyone else’s behaviour (1). More wellingtons are sold because seeing the photos on social media makes people believe that everyone else is buying the wellies (1). <p>Accept alternative wording.</p>	4

Question number	Indicative content
13	<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.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • In operant conditioning the chance of a behaviour being repeated is determined by consequences. In SLT behaviour occurs as a result of observation and imitation. • Repeat purchases may be made if products are found to be ‘good’ (reinforcement) or will be less likely if the products are bad (punishment).

	<ul style="list-style-type: none"> • Companies sometimes offer discounts for future products or give customers 'points' that are collected and exchanged for a reward. These are designed to encourage repeat purchases. • Advertisers use celebrities because they are powerful models. People look up to them and are likely to imitate their behaviour. • If people observe role models having a positive experience of a product, they will expect the same experience themselves and be motivated to make a purchase. This is vicarious reinforcement. • Offering 20% a purchase of wellingtons when old ones are exchanged for new ones is positive reinforcement. • If the wellingtons are not very good (e.g. let in water) this would serve as punishment and would make a repeat-purchases unlikely. • The famous environmental campaigner may be a powerful role model for potential customers, increasing their chances of purchasing the wellingtons via SLT (may not be effective if people do not like him). • If the famous environmental campaigner finds the wellingtons are 'good', this would motivate others to buy them who would expect to find them good too. • Skinner (1932) showed rats learnt to repeatedly press a lever to get a food reward – this may support the 20% discount (a reward) being effective in encouraging repeat purchasing. • Bandura (1961) found that children copied the behaviour of adult role models. This suggests using the famous campaigner as a role model may be effective in encouraging purchasing via SLT. • Studies supporting operant conditioning / SLT tend to be laboratory based / use animals/ children / investigate different behaviours and so the findings may not be generalisable to understanding shoppers. • Operant conditioning ignores the role of reasoned decision making (cognition) in consumer behaviour. <p>Accept any other appropriate response.</p>
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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	Marks
14	<p>Award one mark for identifying the correct approach.</p> <ul style="list-style-type: none"> • (The) learning approach • Learning <p>Accept phonetic spelling.</p> <ul style="list-style-type: none"> • Do not accept 'Social learning'. 	1

Question Number	Answer	Marks
15	<p>Award one mark for each example from the scenario that could be part of a party schema, up to a total of two marks:</p> <ul style="list-style-type: none"> • Family (celebrating / marriage) (1) • (Lots of) balloons (1) • A buffet (1) • A bar (1) • A band (playing music) (1). 	2

Question Number	Answer	Marks
16	<p>Award one mark for identification of an effect of stereotyping and up to one further mark for using the scenario to illustrate this.</p> <ul style="list-style-type: none"> • Patryk has come to believe the views of others (1). Now he feels unable to make the speech (1). • The (stereotypical) views of others make Patryk feel anxious (1). This makes him too fearful to make the speech (1) • Patryk feels able to make the speech (1) because he is encouraged by what Hannah has said (about people who think he can't make the speech being stupid) (1). <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Marks
17a	<p>Award up to one mark for an answer which explains why Patryk became very upset, and up to two further marks for justifying this reason using the Buss et al (1992) study.</p> <ul style="list-style-type: none"> • Patryk became upset was because he believed Hannah was having sex with the other man (1). Buss et al (1992) found that more men were upset when thinking about their partner having sex with someone else (60%) (1). Sexual infidelity could risk a man raising a child that is not his own (1). • Patryk was upset because he believed Hannah was having a physical relationship with the other man (1). Buss et al (1992) found that most men showed greater increase in pulse rate when thinking about their partner having a physical relationship with another (1). Sexual infidelity by a partner (Hannah) would decrease a man's reproductive success / risk him (Patryk) raising another man's child (1). <p>Accept any other appropriate response.</p>	3
Question number	Answer	Marks
17b	<p>Award up to one mark for an appropriate strength of the study and up to two further marks for justification.</p> <ul style="list-style-type: none"> • The study provided objective data (1) because it measured changes in physiological variables like pulse rate in response to imagined infidelity in a partner (1). Data obtained can be compared between the groups (males/females) without bias (1). • The study generated two different measures of jealousy (1) some of the participants reported both how the imagined infidelity would make them feel <u>and</u> underwent physiological measures to gauge 	3

	<p>their distress (1). The results were the same for both measures, so the study is reliable (1).</p> <ul style="list-style-type: none"> The study has good real-life application (1), if a couple are experiencing relationship problems and see a counsellor (1), it would be helpful for them to understand origins of male and female jealousy (1). <p>Accept any other appropriate response.</p>	
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Question Number	Answer	Marks
18	<p>Award one mark for each appropriate explanation Marc's aggression that is identified, and up to one further mark for added description per kind, up to a total of four marks.</p> <ul style="list-style-type: none"> Priming for aggression (1). Watching the boxing match led Marc to pay more attention to threats from others / respond more quickly to threats from other (1). Hostile attribution bias (1). Marc has interpreted the other man as being aggressive by (pushing in front of him at the buffet) when this was not his intention (1). <p>Accept alternative wording.</p>	4

Question number	Indicative content
19	<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"> • The MAOA-L variant increases levels of serotonin in the brain. It may also link with sleep disturbance and a smaller limbic system. • Variants of the CDH13 gene are linked with aggression (also ADHD and substance misuse). The gene is believed to affect impulse control. • The PFC is less able to control reactions to emotions generated by the amygdala if serotonin levels are low. • Low levels of serotonin may lead to increased levels of dopamine. High levels of dopamine increase activity, energy levels and aggression. • Aggression may be an advantage, in which case, genes for it will persist in families. This explains Hannah's view that aggression is 'in their genes' • Marc is male. Most aggression that is attributable to the MAOA-L variant occurs in males. • When Marc reacted to the guest who pushed in front of him, this suggests a lack of impulse control which is thought to be linked to reduced serotonin / increased dopamine. • Marc could have learnt aggressive behaviour from those around him (such as his family), an alternative to Hannah's view that it is in the family's genes. • There is evidence that MAOA and CDH13 variants are linked with aggressive behaviour. Tiihonen et al (2014) calculate 5-10% violent behaviour is attributable to these genes.

		<ul style="list-style-type: none"> Relationships between genes, neurochemicals and aggression are complex. Both high and low levels of serotonin and dopamine have been implicated. More work is needed to understand the relationships. Correlations have been found between levels of neurochemicals and aggression; however direction of causation is not known, or if other factors are involved. <p>Accept any other appropriate response.</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 conclusion which contains generic assertions leading to a conclusion that is superficial or unsupported.
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 conclusion which considers some different competing points, although not always in detail, leading to a conclusion that is partially supported.
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 conclusion which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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