



# Examiners' Report Lead Examiner Feedback

January 2022

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

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## Grade Boundaries

### What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

### Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

### Awarding BTEC qualifications in 2022

Ofqual has [set out their plans](#) for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

**Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners.** BTEC courses have a different structure and design to academic qualifications - BTECs are modular qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found [on our website](#) and via our Social Media channels.

### 21331L: Psychological Approaches and Applications

Grade	Unclassified	Level 3			
		N	P	M	D
<b>Boundary Mark</b>	<b>0</b>	<b>11</b>	<b>22</b>	<b>33</b>	<b>44</b>

## Introduction

Unit 1: Psychological Approaches and Applications is a compulsory, externally examined unit for BTEC Level 3 Certificate in Applied Psychology and BTEC L3 Extended Certificate in Applied Psychology. The unit introduces assumptions and concepts from four different psychological approaches (behaviourism & social learning, cognitive, biological, and social approaches). Additionally, learners develop an understanding of how psychology can be applied to explain topics of contemporary importance to society; gender, consumer behaviour and aggression.

The assessment takes the form of a 1.5-hour examination which has a total of 72 marks. There are various question types requiring short, medium and extended open response answers. Questions relate to three different scenarios which the learners are given. Many questions ask learners to contextualise their answers to the scenarios.

In common with other level 3 vocational assessment, the last several examination series for Applied Psychology were disrupted due to the pandemic. This series went ahead as normal and the number of entries for the paper were as expected.

Centres will be aware that there have been some changes made to the unit 1 content in the specification. Key studies have been removed, some content has been clarified and a small number of additional topics have been added. The examination reflected these changes.

The contents of this Lead Examiner's report must be considered alongside the January 2022 unit 1 examination paper and the corresponding mark scheme. All external assessment materials and sample assessment materials for the unit can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-psychology.html> .

## Introduction to the overall performance of the unit

Examiners saw work reflecting all learner abilities. A wider range of marks was awarded than in previous series, and there were more examples of learner work at the higher end of the range.

Feedback from examiners suggests that learners attempted all or nearly all of the questions on the paper. Learners were able to access the different styles of questions, demonstrating their skills across the three assessment objectives. Many of them gave answers grounded in psychological knowledge & understanding, using subject specific terminology appropriately, and demonstrating an awareness of competing arguments.

In common with previous series, short questions (typically found at the start of each of each section) were the most accessible to learners. These questions use the command words 'state', 'give' and 'identify'. Most candidates could distinguish between short questions that asked for general psychological knowledge and those that required answers specific to the scenario given.

A range of marks for three- and four-mark questions was seen. In three-mark questions (there was a marked difference in how effectively different candidates could develop their points. In four-mark questions there was a marked difference in the breadth and depth different learners could give.

Nine-mark questions test learners across the three AOs and require knowledge & understanding, application and evaluation. These questions tended to be challenging for all learners, who performed less well on them than on the other styles of questions. However, as the qualification has matured learners' skills on nine-mark questions have improved. For example, discussions which considered the different aspects and how to one another were seen more often this time. The challenge for future learners will be to ensure that this aspect of their work is of high quality and less reliant on the superficial learnt points than has been seen this time.

The next section of this report details examiners observations of learner performance on the difference different kinds of responses to each of the questions asked, the marks these attracted and why. Specific examples of learner work are given to illustrate the points being made.

## Individual Questions – section A

### Question 1

Learners were asked to give one key assumption from the biological approach. This kind of question has been seen by learners in previous series and requires learning of the key assumptions given in the specification. There are several acceptable responses (see marking points on mark scheme). There was no expectation for answers to be contextualised to the scenario about Rebecca and Jayne.

Good answers matched the points given on the mark scheme. Answers needed to refer to behaviour. Poor answers gave key assumptions for approaches other than the biological approach or gave answers that were not key assumptions. Other poor answers were not creditworthy because they stated that in the biological approach behaviour is 'learnt', for instance by writing 'behaviour is learnt through evolution'.

Below is an example of a correct response to question 1a:

1 Give **one** key assumption from the biological approach.

Behaviour is a product of evolution.

Below is an example of an incorrect response to question 1a. The learner has given a key assumption from the behaviourism & social learning approach:

1 Give **one** key assumption from the biological approach.

Our behaviour is influenced by our experiences.

### Question 2 (2a & 2b)

For both parts of question 2, learners were asked to identify one piece of appropriate information from the scenario. In this style of question, learners can simply 'lift' the correct information from the examination paper; they do not need to paraphrase, summarise or provide any additional explanation in their own words.

For 2a, learners were asked to identify evidence that Rebecca and Jayne had the same genotype. As per the mark scheme, examiners were looking for the fact that Rebecca and Jayne are identical twins. 'Twins' without the qualification 'identical' was not sufficient.

For 2b, learners were asked to identify evidence that Rebecca and Jayne had different phenotypes. Examiners needed to be given enough information from the scenario to demonstrate differences between Rebecca and Jayne. Suitable examples are given in the mark scheme. Candidates that assumed other unknown information about Rebecca and Jayne (such as how muscly each girl might be) did not receive credit.

Below is an example of a correct response for question 2a:

**2 Identify from the scenario:**

(a) Evidence that Rebecca and Jayne have the same genotype.

(1)

They are identical twins

Below is an example of an incorrect response to question 2a. The learner has not included 'identical'. This was required for credit.

**2 Identify from the scenario:**

(a) Evidence that Rebecca and Jayne have the same genotype.

(1)

• Rebecca and Jane are 17-year-old twins.

Below is an example of a correct response to question 2b:

(b) Evidence that Rebecca and Jayne have different phenotypes.

(1)

Rebecca is competitive, Jayne isn't

Below is an example of an incorrect response to 2b. The learner has not given information from the scenario as they were asked to.

(b) Evidence that Rebecca and Jayne have different phenotypes.

(1)

They have expressed their genes differently ~~and~~  
due to the environment they've been in

(Total for Question 2 = 2 marks)

### Question 3

This question asked for two effects of sex hormones on Rebecca and Jayne. There was no requirement to name sex hormones (answers that *only* named sex hormones were not creditworthy). If a hormone was named but did not link to the effect given, the name of the hormone was ignored so the answer could still receive credit. Answers could relate to physical or behavioural characteristics. Behaviours that might be thought of as more masculine (such as increased competitiveness) were acceptable. There was no requirement for learners to distinguish between Rebecca and Jayne in their answers.

Below is an example of a response to question 3 that was awarded 2 marks:

3 Give **two** effects of sex hormones on Rebecca and Jayne. → oostrogen

1 they will start to have periods

2 they will have larger breast growth

Below is an example of a response to question 3 that was awarded 1 mark:

**3 Give two effects of sex hormones on Rebecca and Jayne.**

- 1 Increased testosterone makes Rebecca more competitive
- 2

Below is an example of a response to question 3 that was uncreditworthy. The learner has named two sex hormones; this did not answer the question.

**3 Give two effects of sex hormones on Rebecca and Jayne.**

- 1 Testosterone
- 2 Oestrogen

#### Question 4

Although 'compare' has not been used as a command word on previous papers, centres are reminded that 'compare' is listed and defined in the specification. When learners are asked to compare, they are always expected to give one similarity and one difference.

For question 4, learners were asked to compare the biological approach with one other approach in psychology. Learners typically named another approach and often gave a clear difference between it and the biological approach – the use of connectives like 'whereas' were helpful to learners here. Similarities that were expressed well were rarely seen; acceptable answers that include similarities are given in the mark scheme. Most learners who made mistakes with question 4 named an alternative approach, but their comparison point(s) belonged with a different alternative approach. For instance, some learners confused features of the social approach with features of social learning theory and so scored a single mark for naming an alternative approach.

Below is an example of a response to question 4 that was awarded 2 marks:

4 Compare the biological approach with **one** alternative approach in psychology.

The biological approach explains that your behavior depends on your genes and sex hormones. The Learning Approach explains your behaviour is learned by observing the people around you.

Below is an example of a response to question 4 that was awarded 1 mark. The learner has correctly named 'cognitive' as an alternative approach, but there is no creditworthy information about it. No further marks could be given.

4 Compare the biological approach with **one** alternative approach in psychology.

the biological approach is when we inherit our genetics from our parents - meaning that there'll be several similarities between us and our parents. Where as with the cognitive approach it is seen as that we are all individuals with no similarities as our brains all function differently.

### Question 5

This question required learners to give a developed response that linked social categorisation to the formation of stereotypes. Learners needed to make reference to the context to be awarded marks. Simply repeating the information, they were given was not creditworthy. Good answers showed an understanding of social categorisation and stereotyping, explained how Jayne was categorised and / or the effect this was having. Some good answers incorporated knowledge of in-groups and out-groups. A small number of answers attempted to make use of studies; it should be noted that using studies did not attract any marks.

Below is an example of an answer to question 5 that was awarded 3 marks. The response is fully developed, showing a contextualised understanding of how social categorisation leads to the formation of stereotypes:

Jayne wants to be a vet and needs a good grade in mathematics. The other girls in her class find mathematics hard whereas Jayne is good at the subject. A boy in Jayne's mathematics class tells Jayne; 'You're a girl, girls do not do well in mathematics.'

5 Explain, using the scenario, how social categorisation leads to the formation of stereotypes.

Social categorisation is where we place individuals into social groups based on their personal characteristics. We assume that everyone in a particular social group is the same e.g. all teenagers are rebellious. Stereotypes are fixed views that we hold on people based on the social group we have put them in. Just because Jayne is a girl and has been put in that social category, people in her class will assume all girls are the same, and ~~just~~ because the other girls aren't good at maths, it is assumed that Jayne is not either.

**(Total for Question 5 = 3 marks)**

Over the page is an example of an answer to question 5 that was awarded 1 mark (for the part about girls being grouped into a social category). This is the only information that has been added to what was in the scenario.

Jayne wants to be a vet and needs a good grade in mathematics. The other girls in her class find mathematics hard whereas Jayne is good at the subject. A boy in Jayne's mathematics class tells Jayne; 'You're a girl, girls do not do well in mathematics'

5 Explain, using the scenario, how social categorisation leads to the formation of stereotypes.

The boys social categorisation of boys and girls have lead him to have stereotypes. the boy has put girls in the a social categorie, this has read him to form the sterotype of "girls do not do well in mathematics."

(Total for Question 5 = 3 marks)

### Question 6

Question 6 required learners to give two answers about conformity. Answers about types of conformity (normative and informational social influence) and explanations of conformity (compliance, identification and internalisation) were all creditworthy. Learners needed to *name* the types / explanations and use the scenario to *explain* why this could be a reason for conformity. A range of marks were awarded for question 4. Some incorrect answers used behaviourism and social learning theory rather than social psychology for one or both ways.

Over the page is an example of an answer to question 6 that was awarded 4 marks. The learner has correctly identified normative and informational social influence and then made a correct, contextualised point about each. This showed that they knew how conformity to gender role could be explained.

6 Explain **two** ways that Rebecca's peers might have influenced her to conform to gender roles.

1 Normative social influence may be one way  
 Rebecca may have been influenced by her peers.  
 Rebecca may not want to feel left out so she  
 therefore conforms to her gender role so the other girls will  
 accept her.

2 Informational social influence could be another way  
 Rebecca may have been influenced by her  
 peers. Rebecca may assume her peers have more  
 information than her and are right so therefore  
 conforms because she wants to be right. (Total for Question 6 = 4 marks)

Below is an example of an answer to question 6 that was awarded 2 marks. The answer is somewhat repetitive. The creditworthy points were 'in order to fit in' and 'they have more information / to receive the information'. No named types or explanations for conformity were given.

6 Explain **two** ways that Rebecca's peers might have influenced her to conform to gender roles.

1 Rebecca's peers may have influenced her on believing that is what she's supposed to behave like.  
 This will make Rebecca to change her behaviour or attitude in order to fit into the group and not be rejected.

2 Rebecca's peers might have influenced her on believing they have more information than her. Rebecca will conform to this in order to receive the information so she could fit into the group

(Total for Question 6 = 4 marks)

## Question 7

This was the first of the three extended open response questions on the paper. These questions are marked in levels, using a levels-based marking grid. Level 1 (1-3 marks), level 2 (4-6 marks) and level 3 (7-9 marks). Examiners use the descriptors on the grid for each level to decide which best describes the work they are marking.

This question required learners to use conditioning and social learning to discuss Rebecca's gendered behaviour. Most learners knew about at least one appropriate concept; many described reinforcement, punishment, and social learning theory. Some attempted to use classical conditioning in their answers, although this was often unconvincing. Furthermore, some learners confused the social approach with conditioning and social learning, focussing their responses on social concepts such as conformity, often limiting the credit they could receive.

Learners were given information in the scenario that could be used to contextualise their responses and apply their knowledge; they could also make suggestions of their own to gain further credit (for instance, by suggesting behaviour may have been differentially reinforced by Rebecca's parents). As has been the case in previous series, learners often make effective use of the stimulus material in extended open response questions.

With the advent of modified unit content, examiners were not *expecting* to see studies used in evaluation for extended open response questions. However, many learners continued to use studies effectively. Centres are reminded that they do not have to teach studies although some are still using them to support understanding the concepts and applied elements in unit 1. Centres are encouraged to train candidates to evaluate in a range of different ways. Methods of effective evaluation include:

- An exploration of concepts, leading to well justified conclusions.
- An exploration of alternative approaches to explain the behaviour in the scenario. In order to be effective, there should be coverage of *why* the alternative approach might be a better explanation for the behavior in the scenario.

The answer over the page was awarded 5 marks and was placed in the middle of level 2 on the levels-based marking grid. The learner has given

a reasonably detailed and accurate response using their knowledge and understanding of social learning. They have included imitation, modelling and vicarious learning however there is scope to explore the concepts in greater depth. They have related their knowledge of social learning to Rebecca learning from Faith (although this is a little superficial; there was more in the scenario that they could have made use of). The learner then went on to give evidence to support the effectiveness of social learning using Bandura's Bobo doll study.

In the second part of their answer, the learner has described operant conditioning and specified positive and negative reinforcement although again there was scope for greater depth here. They have acknowledged that Rebecca was rewarded for playing netball (although this was actually for *helping* at the netball club). The learner has completed their answer by using another study – they have used Skinner's work with rats to suggest operant conditioning is an effective explanation of learning. The learner missed an opportunity to reference issues of generalisability for Skinner's study; this would be more typical in a level 3 answer.

Examiners placed this answer in middle of level 2 on the levels-based marking grid. There was some breadth and depth shown across the learner's knowledge and understanding, application to context and discussion, and the work was mostly accurate. However, there was clearly room for additional detail.

7 Discuss how conditioning and social learning can be used to understand Rebecca's gender.

(9)

Rebecca's ~~behaviour~~ behaviours can be explained through the learning approach, more specifically Social Learning Theory and conditioning.

Social learning theory can explain Rebecca's behaviour as Rebecca may identify with Faith so she imitates the behaviours she models and learns vicariously. Faith may act stereotypically female so Rebecca will do so as well.

A strength to support this would be a test <sup>(Rebecca Dally)</sup> conducted on children where adults who would show aggressive behaviours towards a ~~likely~~ stepped animal for the kids where given access to the toy and they repeated the actions of the adult. However this experiment lacks ecological validity as a situation like this would not occur in real life.

Conditioning, more specifically operant conditioning may have been used on Rebecca to influence her gender. As a child she may have been rewarded for playing dress up with her friends through positive or negative reinforcement and may have been punished for showing masculine traits. An example of this is how Rebecca is awarded for playing in stereotypically women's sport (netball).

A test to show strength for this theory would be a test on mice where they were rewarded for pressing a button to give them food, positive reinforcement. Further experiments were carried out where the mouse was electrified and learned to press the button to stop the electrician, negative reinforcement as something bad is taken away. However this experiment was done on rats, as humans are much more complex results may differ from this test.

The response below was awarded 2 marks. Although there is a lot of writing not much is creditworthy. The learner has written that learning can be via association, observation and imitation and then at the end social learning theory and rewards are mentioned – taken all together, this was considered to be AO1 content that was a little better than ‘basic’ and ‘isolated’.

The only context used relates to learning of ‘the others’ not Rebecca as per the question, and so no credit for correct application to the context was given. It is not clear if the biological part was meant as an ‘alternative’ and along with the confusing part about netball being a masculine sport, no credit for appropriate discussion was given either. Examiners considered this a mid-level 1 answer on the basis of the AO1 material given.

**7 Discuss how conditioning and social learning can be used to understand Rebecca's gender.**

(9)

Through the process of conditioning this can demonstrate Rebecca's gender in many sorts of ways. Conditioning is known as classical conditioning and this process is ~~the~~ learning through association. This can be shown through observing others or immitating their actions. Linking with the scenario and the fact that Rebecca helps can also help with this as, she is known to be a competitive individual so therefore the other players in the team will follow and immitate her as a player. This then links with gender as when you are known to be categorised as either female or male and this can be through our genes such as

"XY or XX" genes. Through the use of this it demonstrates Rebecca's gender as it can be seen as a masculine sport.

Another way we can be shown to understand Rebecca's gender is through social learning theory. The netball team was awarded a medal at the world club so because of this, this is a reward.

The answer below was awarded zero marks. The learner has made a brief point about conditioning. It was felt that they had simply used the word 'conditioning' because they had been told to do so. Examiners were unable to establish any knowledge or understanding for this learner.

7 Discuss how conditioning and social learning can be used to understand Rebecca's gender.

(9)

Rebecca may have been conditioned at a young age that girls are able to do sports just as well as men ~~so~~  
~~she plays and she really enjoys~~

## Individual Questions – section B

### Question 8

Learners were asked to give one key assumption from the social approach. This kind of question has been seen by learners in previous series and requires learning of the key assumptions given in the specification. There are several acceptable responses (see marking points on mark scheme).

Many learners were able to give accurate answers about the influence of others, culture and society on behaviour. Some learners attempted to contextualise their answer to Jerome/ Nikki; this was not required, and most answers of this type failed to attract marks. Some learners gave specific, narrow theories from social psychology; this attracted zero marks. Some learners gave key assumptions from another approach (most commonly from the behaviourism and social learning approach), again scoring zero marks.

Below is an example of a correct response to question 8. It is clear and accurate. Indeed, the mark would have awarded for simply saying behaviour occurs in a social context.

**8** Give **one** key assumption from the social approach.

Behaviour occurs in a social context and is influenced by our peers and wider society.

Below is an example of an incorrect response to question 8. The learner has given information relating to the scenario and fails to address the question.

**8** Give **one** key assumption from the social approach.

Its been 'recommended by skin specialists' that so by that people have gone to get it.

### Question 9 (9a & 9b)

For both parts of question 9, learners were asked to identify one piece of appropriate information from the scenario. In this style of question, learners can simply 'lift' the correct information from the examination paper; they do not need to paraphrase, summarise or provide any additional explanation in their own words. Learners who gave paraphrased answers but where the essence of the correct answer remained were given credit. Learners who simply gave definitions of the terms or used pre-learned examples were awarded zero marks. Some learners confused social proof and the bandwagon effect and so failed to score marks for either 9a or 9b.

For 9a, learners were asked to identify an example of social proof from the scenario. As per the mark scheme, examiners were looking for some evidence of the opinions of others about the face cream.

For 9b learners were asked to identify an example of the bandwagon effect from the scenario. In order to establish understanding, examiners needed some reference to 'more and more people buying the face cream'.

Below is an example of a correct response to question 9. This learner has paraphrased their response, but the essence of the correct answer remains.

9 Identify from the scenario:

(a) **One** example of social proof.

(1)

Nikki has recommended the face cream.

Below is an example of an answer to question 9a that was awarded zero marks. In common with many incorrect marks for 9a, the learners has given information from the scenario that shows the bandwagon effect.

(a) **One** example of social proof.

(1)

Everyone around him has the cream so he'd want to get it to ~~be~~<sup>feel</sup> apart of that group

Below is an example of an answer to question 9b that was awarded 1 mark. The answer given by the learner is as per the mark scheme.

(b) **One** example of the bandwagon effect.

(1)

Jerome knows more and more people who have bought the face cream. He has begun to think he must buy some too.

(Total for Question 9 = 2 marks)

Below is an example of an incorrect response to question 9b. Instead of taking information from the scenario the learner has defined what is meant by the bandwagon effect. This did not answer the question.

(b) **One** example of the bandwagon effect.

(1)

Everyone hops onto a trend / idea as it is seen as the popular thing to do. Everyone conforms.

(Total for Question 9 = 2 marks)

### Question 10

Question 10 required learners to use fundamental attribution error (FAE) to explain Jerome's managers behaviour. Examiners were looking for an answer that used correct, relevant information about FAE. Many learners who understood FAE and were able to give clear and accurate answers to the question. Other learners used different concepts from cognitive psychology and so were awarded zero marks. Some learners had no discernable knowledge of FAE and so were awarded zero marks.

It is important to note that examiners could not award marks were learners simply repeated information they were given in the scenario. A relatively large number of learners did this.

Below is an example of an answer to question 10 that was awarded 2 marks. The learner has correctly made use of FAE to explain the manager's behaviour. They have written about overestimating the role of Jerome's characteristics and downplaying the role of the situation.

Jerome went out during his lunchbreak to buy the face cream. He was late getting back to work because he stopped to help a man who had fallen over. Because he was late getting back to work, his manager accused him of not caring about his job.

**10** Explain, using fundamental attribution error, why Jerome's manager accused him of not caring about his job.

Fundamental attribution error is when you form an opinion of someone based on their characteristics rather than the role of the situation. So Jerome's manager undermined the situation of what had happened and instead accused him of not caring about his job, because he went on his lunch break to buy the face cream so he was late even though he was just helping an injured man.

(Total for Question 10 = 2 marks)

Below is an example of an answer to question 10 that was awarded 1 mark. The learner has made a correct point about a failure to account for the situation, and the answer addresses this in the context of the scenario. The learner has not made a clear point about the manager relying on Jerome's personality / disposition in his judgement. Notice that the answer begins with 'not caring about his job' – this is not creditworthy as it is in the scenario.

Jerome went out during his lunchbreak to buy the face cream. He was late getting back to work because he stopped to help a man who had fallen over. Because he was late getting back to work, his manager accused him of not caring about his job.

**10** Explain, using fundamental attribution error, why Jerome's manager accused him of not caring about his job.

Jerome's manager accused him of not caring about his job as fundamental attribution error causes people to not take in account a situation or the persons actions that might have happened earlier. The manager only cares about what happened in the present (he was late.)

(Total for Question 10 = 2 marks)

### Question 11

Question 11 required learners to use their knowledge and understanding of priming to explain why Jerome heard the conversation about the face cream above the noise on the train. Marks were awarded for correct a definition of priming OR an identification of repetition priming, for explaining that Jerome had been primed (by making reference to talking about / buying the face cream/ seeing adverts for it) and lastly for an understanding that this meant he selectively paid attention to the conversation.

Below is an example of answer to question 11 that was awarded 2 marks. The learner has written about Jerome thinking about the face cream previously (1) and therefore 'tuning in' to the conversation about it (1).

Jerome is taking a busy train home after work. Amongst the noise, Jerome becomes aware of two people discussing the face cream.

11 Explain, using your knowledge of priming, why Jerome becomes aware of the two people discussing the face cream.

~~Priming is~~ The cream is on his mind a lot as he has been thinking about it, speaking about it and just purchased it. So he naturally tunes into the conversation if people are talking about it.

Below is an example of an answer to question 11 that was awarded 1 mark. The learner has been given credit for writing about Jerome had been thinking about / buying the face cream earlier on.

Jerome is taking a busy train home after work. Amongst the noise, Jerome becomes aware of two people discussing the face cream.

11 Explain, using your knowledge of priming, why Jerome becomes aware of the two people discussing the face cream.

This is because he is thinking about or has already bought the face cream and he was talking about it earlier. He has also heard or seen it many times.

## Question 12

Question 12 required learners to use their knowledge of operant conditioning. Learners had to give two responses using reinforcement since they were asked to explain why people *continue* to use the face cream. As per the mark scheme, answers had to be about positive and negative reinforcement, and learners needed to incorporate 'reward' / 'pleasant consequence' and 'the removal of an unpleasant consequence' respectively.

Some candidates gave and explained each kind of conditioning correctly with fully contextualised answers and were awarded 4 marks. Other learners gave partially correct answers, perhaps naming and describing one type of reinforcement and then giving an incorrect second response.

As has been observed previously, some learners struggle with the concept of negative reinforcement, often confusing it with punishment.

Below is an example of an answer to question 12 that was awarded 4 marks. The learner has correctly identified negative and positive reinforcement. They have demonstrated their understanding of these, incorporating the information they were given.

A magazine article says the face cream prevents wrinkles and makes the skin softer.

12 Explain **two** ways that operant conditioning could be used to understand why people continue to use the face cream.

<sup>Negative</sup>  
1. ~~Positive~~ reinforcement makes them use the face cream because they're given this idea that an unpleasant consequence (wrinkles) will be taken away in response to using the cream.  
2. Positive reinforcement is that the face cream will give you a tangible reward, softer skin. Thus influencing you to continue using it.

Below is an example of answer to question 12 that was awarded 2 marks. The 2 marks were awarded for the first response about positive reinforcement. The second response is about negative punishment; this does not address the question since punishment would lead to a person stopping using the face cream.

A magazine article says the face cream prevents wrinkles and makes the skin softer.

12 Explain **two** ways that operant conditioning could be used to understand why people continue to use the face cream.

1 As users are rewarded with ~~the~~ an improved appearance for using it ~~the~~ The behaviour is positively reinforced.

2 As people are punished with wrinkles and hard skin <sup>should they stop</sup> stopping is negatively punished with the loss of being attractive.

Below is an example of an answer to question 12 that was awarded zero marks. Types of reinforcement are not identified or explained; the learner has just repeated information they were given in the scenario. They have not demonstrated any knowledge or understanding of operant conditioning.

A magazine article says the face cream prevents wrinkles and makes the skin softer.

12 Explain **two** ways that operant conditioning could be used to understand why people continue to use the face cream.

1 People continue to use this because it prevents wrinkles so older people will continue to buy the product.

2 Another reason is because it says it makes your skin softer which would mean that people with rough skin would continuously buy this.

### Question 13

For this question, learners had to use their understanding to explain why compliance was the most appropriate explanation for the conforming behaviour described in the question.

Some learners scored all 3 marks for using their knowledge about the temporary, public nature of compliance whilst privately retaining one's own opinions. Learners could also receive credit for question 12 by explaining why another type of conformity was not appropriate.

Once again examiners found many learners simply repeated what they had been told in the scenario. Centres and learners are reminded that by itself, such information is not creditworthy.

Below is an example of an answer to question 13 that was awarded 3 marks. The answer has been well explained and is complete.

After using the face cream for a few weeks, Jerome has decided it is not very good. However, when he is with Nikki, Jerome says he agrees with her that it is a great product.

13 Explain why compliance is the most appropriate type of conformity to understand Jerome's behaviour.

Compliance is the shallowest level of conformity which is when someone will change their behaviour & public opinion in a group as they have a need to be liked & a fear of rejection. However, the person's true opinion is kept secret. Jerome has conformed through compliance as his public views has changed but not his personal (true) view.

Below is an example of an answer to question 13 that was awarded 1 mark. A large number of answers like this one were seen by examiners. The answer receives 1 mark because it gives a reason for Jerome publicly agreeing with Nikki.

After using the face cream for a few weeks, Jerome has decided it is not very good. However, when he is with Nikki, Jerome says he agrees with her that it is a great product.

13 Explain why compliance is the most appropriate type of conformity to understand Jerome's behaviour.

Jerome does not want to be honest with ~~the~~ Nikki as he may believe that she won't talk to him anymore. The <sup>agreement</sup> ~~agreement~~ Jerome shows ~~shows~~ <sup>gives to</sup> towards Nikki by agreeing ~~with her show that~~ shows that he is compliant to conform to Nikki's beliefs so he remains friends with her. (Total for Question 13 = 3 marks)

#### Question 14

This was the second of the three extended open response questions on the paper. This question was marked using levels. Please see the commentary for question 7 for an explanation of this.

Many learners were able to demonstrate good or very good knowledge of the techniques used in neuromarketing; detailed responses that included fMRI, eye tracking and facial coding were common. The accompanying AO2 was also often good; learners were able explain the different ways in which each specific technique could be used to help the company improve sales. Finally, good answers discussed the practical strengths and limitations of the techniques given, explained why alternative approaches to marketing might be more effective, and occasionally used studies or made ethical arguments. These answers typically achieved a high level 2 with some achieving level 3 using the levels-based marking grid.

Poor answers showed no knowledge of neuromarketing and learners either left the space blank or wrote about other approaches to encourage consumers to make purchases. These were rarely

creditworthy. Where alternative approaches are given, it is imperative that the learner makes it clear this is an alternative. Too often, alternatives were presented as if they *were* neuromarketing techniques.

Below is an example of an answer to question 14 that was awarded 7 marks. An attempt has been made to define neuromarketing and the two named methods have been described in detail. The learner has been able to apply their understanding of the methods to the scenario. The AO3 is probably the weakest element of this response, because the points are not very well explained. Examiners felt that on balance this answer belonged in level 3 of the levels-based marking grid; the slightly weaker discussion meant it was placed at the bottom of the level.

The company that makes the face cream is the largest manufacturer of personal care products in Europe.

**14** Assess the use of neuromarketing in helping the company to sell the face cream.

(9)

Neuromarketing is the use of technical Scanning techniques during Advertising. One type is Facial Encoding. This is when electrodes are attached to the face of an individual who is watching the Advertisement and we can detect what emotions they are feeling throughout the entire Advertisement. This is detected through muscle movement, as the movement of certain muscles are linked to certain emotions.

Linking this back to the scenario given, it can be said that the company uses Facial Encoding in order to help make their brand one of the largest manufacturers of personal care products in Europe. This means that they attached electrodes to the face of whoever was watching the advertisement. If the muscle movement detected an emotion of joy, this means that that certain part of the advert should be kept, as it is appealing to the Consumer, however if the muscle movements detect boredom, this means that the Consumers did not find that part of the Advertisement appealing and it will therefore be taken out of the advert to improve the advert and make Consumers buy more.

Eye Tracking is another type of Scanning technique that is used to detect how a consumer feels regarding an Advertisement. The technique involves analysing which parts of the Advertisements the Consumers' spent the most time looking at, meaning they found that the most appealing. If they do not look at a certain part for long, this means it was not appealing to them.

Linking this back to the scenario given, it can be said that the company uses Eye Tracking in order to see which parts of the advertisement Consumers find most appealing and which parts they don't, as they won't have spent much time looking at this part of the advert. By doing so, this will make Consumers buy more.

One weakness of ~~a~~ neuromarketing is that it may be seen as unethical. This is because it subconsciously measures the Cognitive thoughts of others without them knowing. Therefore, more research needs to be done in this area to understand it fully.

Linking this back to the scenario, it can be said that the company may not use neuromarketing, as they may find it unethical to subconsciously measure the thoughts of their customers.

Another weakness of neuromarketing is that it is very expensive. This means that not all companies may be able to afford it. Therefore, more research needs to be done.

Linking this back to the scenario given, it may be that the company cannot afford the scanning equipments and therefore do not use them.

Below is an example of an answer to question 14 that was awarded 3 marks. The learner has written a paragraph about their knowledge and understanding of eye tracking although there is no other technique given so this element was considered isolated and belonged in level 1 on the levels-based marking grid. They have attempted to link this to context, writing about the company using the data to establish what potential customers look at the most, again this was considered level 1. The examiners considered the paragraph that follows was an attempt to explain alternative approaches to advertising, however this was a limited discussion, and the conclusion was not justified. The answer was considered to be a 'good' example of a level 1 response and so it was awarded 3 marks.

Types of neuromarketing that could be used to help sell the face cream could be eyetracker as it would give an insight on what customers look at the most and what appeals to them. If the company finds out which one gets the most attention they would be able to focuss key information in the high looked at zone. This way they would be able to get the message out to more people

Another way they could try advertising would be to bring in a professional or a well influence person as people would copy them as we may look up to them as role models and copy what they are doing. We are more likely to acknowledge new information better if it is someone who is well informed on the product.

In conclusion I would like to suggest eye tracking is the best way to use neuromarketing as you can focus

information in highly looked at places

## Individual Questions – section C

### Question 15a

Question 15a required learners to give the meaning of the term 'localisation of function'. Many learners knew this meant that different parts of the brain were responsible for different behaviours / cognitions (as per the mark scheme). Some learners gave specific examples of localisation of function which alone were not creditworthy, but sometimes served to support the correct meaning in a longer answer. A large number of incorrect answers used the scenario to suggest that the term describes brain damage, which was not correct. Some learners gave the meanings of other terms such as lateralisation and plasticity. Some learners gave non-psychological 'guesses' as to the meaning and so scored zero marks.

Below is an example of a correct response to 15a. Examiners accepted the use of the word 'functions' within the answer (as was the case here) although it is better practice to use words not found in the term itself.

15 (a) State what is meant by localisation of function.

(1)

Brain has different regions which are responsible for a specific function.

Below is an example of an incorrect response to question 15a. The candidate has written about brain damage. A lot of incorrect answers seen for 15a were similar to this.

15 (a) State what is meant by localisation of function.

(1)

This means when a part of the brain stops working other parts have to start working harder.

### Question 15b

Question 15b asked learners to give one piece of information that supported localisation of function. Again, the information could be 'lifted' from the scenario; there was no requirement for learners to paraphrase, summarise or provide any additional explanation in their own words. A complete answer to this question required learners to give some information about what Loretta could *and also* couldn't do since the stroke – as this would determine that different functions are carried out by different parts of the brain.

Below is an example of correct response to question 15b. The learner has correctly given one thing that Loretta has difficulty doing (speaking) and one thing she can still do (understand what is being said to her) following her stroke.

(b) Identify **one** piece of evidence from the scenario that supports localisation of function.

(1)

'Loretta has had difficulty speaking, but she can understand what people say to her.'

Below is an example of an incorrect response to question 15b. The learner has given two things that Loretta can no longer do. This does not support localisation of function.

(b) Identify **one** piece of evidence from the scenario that supports localisation of function.

(1)

She can't speak or recognise peoples faces  
after her stroke

### Question 16

Question 16 was a 3-mark question that asked learners to describe the acquisition of a conditioned response. The most effective responses to this question gave the appropriate stimuli and responses before, during and after conditioning.

Examiners were not specifically looking for classical conditioning terminology here, however well written answers tended to use it. Answers that lacked terminology or confused terms could still be awarded 3 marks. Some learners included classical conditioning diagrams and examiners could award marks for these if they were correct.

Some weak responses were awarded just 1 mark for using the idea of 'learning by association' in context. Learners are reminded that answers that refer to 'thinking' are not correct since behaviourists did not explore thinking. For example, 'thinking that the fire alarm would go off again' was not creditworthy.

Over the page is an example of answer to question 16 that was awarded 3 marks. The learner has correctly described the stimuli and responses before, during and after the conditioning. This learner has also correctly used classical conditioning terminology.

16 Describe, using classical conditioning, how Loretta became frightened when the nurse came to check on her again.

The UCS was the sound of the alarm which caused her to be frightened, which is the UCR. The NS is the nurse checking on Loretta. Through association with the UCR, the NS becomes the CS and brings about the same reaction as the UCS, which is now the CR. This is a new learned response.

Below is an example of an answer to question 16 that as awarded 1 mark. This mark was given for the simple statement that classical conditioning is learning through association.

Yesterday, the hospital fire alarm sounded as a nurse arrived to check on Loretta. Loretta became frightened. Later, when the same nurse came to check on her again, she felt frightened.

16 Describe, using classical conditioning, how Loretta became frightened when the nurse came to check on her again.

Classical conditioning is learning through ~~association~~ ~~sound~~ so when Loretta saw the nurse she expected the fire alarm to go off.

### Question 17

Learners were asked to explain fear using an alternative theory (SLT). This question was similar in expectation to the 'make use of competing arguments' requirement in the extended open response questions. Learners who correctly wrote about observation, imitation, role models and vicarious learning (as per the mark scheme) accessed marks on this question. Where 'role model' was not used as a term, examiners accepted reference to a credible role model if it was given in the response.

This question was accessible to many learners; many of whom were awarded 3 marks for their responses. Learners failed to score marks when they used studies instead of social learning theory in their responses, and so did not address the question. Learners failed to score marks used different theories (i.e. not social learning theory, which is

what they were asked to do). A surprising number of learners left this question blank.

Below is an example of an answer to question 17 that was awarded 3 marks. The learner has written a complete response that shows their understanding of social learning theory in terms of observation and imitation. They have given a credible role model (a child's parent). Contextualisation was not required; however, many learners gave context as this one did.

Sometimes psychologists use social learning theory as an alternative way to understand fear.

17 Explain how social learning theory could be used as an alternative way to understand fear.

The social learning theory could be used as an alternative way to understand fear because it may focus on the idea of modelling. This is when you observe someone and form an idea of something which may make you produce that fear at another point. This explains fear because if you observe your mum screaming and running away from a spider you may learn to immitate this fear. You will model her actions and also start to fear spiders.

Below is an example of answer to question 17 that scored 1 mark. The single mark was awarded for friends and family being credible role models. There is no other reference to social learning theory.

Sometimes psychologists use social learning theory as an alternative way to understand fear.

17 Explain how social learning theory could be used as an alternative way to understand fear.

Social learning theory explains that you learn behaviour from those around you such as friends or family. Fear can be learnt socially. If a friend or family member for example is afraid of thunder, then you may also learn to be ~~afraid~~ afraid of it because of them.

### Question 18

Question 18 was a 3-mark question designed to test learner's knowledge of reconstructive memory in context. Learners were asked to explain one way that reconstructive memory could be used to understand Piero's memory of the fight (described in the scenario). As per the mark scheme, examiners were expecting to see reference to either shortening, rationalisation or confabulation, along with the learner's understanding of whichever of these they had chosen to write about. Learners then needed to explain how Piero's memory for the fight might have been influenced by his schema for fights, in the context of the kind of reconstructive memory they had given.

Some learners were able to score 3 marks for this question by giving a full, contextualised response. Other learners gave confused answers, where they used more than one kind of reconstructive memory, the suggestion that Piero had been drunk or brain damaged or that memories were 'pieced together'. Examiners worked hard to pick out correct information from some very muddled answers.

Some learners managed to score a single mark by writing about 'filling in the gaps'. Examiners credited this as an explanation of what confabulation is.

Below is an example of an answer to question 18 that was awarded 3 marks. The answer is accurate and well-developed; elements described in the mark scheme are used.

Piero and Beppe had a fight last month. Piero cannot recall much about the fight. He thinks it happened outside a pub. The fight actually happened outside a cinema.

**18** Explain **one** way that reconstructive memory can be used to understand what Piero remembers about the fight.

Piero may have been affected by rationalisation. This is when your brain distorts a memory to fit your schemas. Piero may have a schema that pubs usually means fighting so when he was in a fight the memory of it was distorted to fit his schema of pub violence instead of cinemas.

(Total for Question 18 = 3 marks)

Below is an example of an answer to question 18 that was awarded 2 marks. The learner has correctly identified rationalisation and understands what this means. The final point about how this accounts for misremembering (using knowledge from his schema for fights) has not been made.

Piero and Beppe had a fight last month. Piero cannot recall much about the fight. He thinks it happened outside a pub. The fight actually happened outside a cinema.

18 Explain **one** way that reconstructive memory can be used to understand what Piero remembers about the fight.

~~Rationalisation~~ Rationalisation  
Rationalisation can be used to understand what Piero remembers about the fight since he had ~~distorted~~ distorted details to match his schema.

Below is an example of an answer to question 18 that was awarded 1 mark. The only creditworthy point in this response was 'rationalisation'. The rest of the information given by the learner is not consistent with rationalisation, so no further credit was given.

Piero and Beppe had a fight last month. Piero cannot recall much about the fight. He thinks it happened outside a pub. The fight actually happened outside a cinema.

18 Explain **one** way that reconstructive memory can be used to understand what Piero remembers about the fight.

Due to the fight happening a month ago, it has been a while. Pubs are also a common place to fight. He be experiencing rationalisation as he has some recall although it isn't a lot.

### Question 19

This penultimate question on the paper asked learners to show depth and breadth by explaining two ways that the biological approach could be used to understand Piero's aggressive behaviour. Learners could achieve up to 2 marks for identifying ways and one further mark per way for showing knowledge about how it explains aggression. Each answer needed contextualisation.

A wide range of different ways that biological psychology could explain aggression were seen by examiners. Many learners were able to score 3 or 4 marks for this question and often wrote about genes, testosterone, evolution and brain damage. Examiners could accept two answers that were both about genes if they were different genes and their roles were clearly explained.

Less good answers simply named ways that biology could explain for aggression; any additional knowledge learners gave was inaccurate. Some learners lost marks when they wrote about social / learning explanations for aggression, as this did not address the question.

There were very few blank responses for question 19, suggesting that learners were managing their time well.

Below is an example of an answer to question 19 that was awarded 3 marks. The learner was awarded 1 mark for 'inheriting the warrior gene' in answer one. In answer two, they were awarded 2 marks; for identifying evolution and giving for saying that fighting may have evolved due to it being beneficial for survival. Each answer is contextualised as was required.

**19** Explain **two** ways the biological approach could be used to understand Piero's aggressive behaviour.

1 Piero may have a family history of fighting meaning the warrior gene must have been inherited through his family <sup>and on to him</sup> which is why he believes it is in his nature.

2 Piero may also believe fighting is in his nature due to the product of evolution. ~~This is because~~ as men have evolved to fight for survival and protection.

Below is an example of an answer to question 19 that was awarded 1 mark. The mark was awarded for response 2, 'Piero may have the warrior gene'. Response 1 lacks context. In addition, two answers about genes were only creditworthy if they both named specific genes.

**19** Explain **two** ways the biological approach could be used to understand Piero's aggressive behaviour.

1. May be genetically coded to be more aggressive.

2. Piero may have the warrior gene.

### Question 20

This was the final extended open response question, and as such was worth a maximum 9 marks. This question was marked using levels; please see the commentary for question 7 for an explanation of this.

This question required learners to evaluate the social approach as an explanation of Piero and Beppe's aggression. Learners were given some context about other family members' behaviours, and other people's expectation of Piero and Beppe. Learners were expected to incorporate this into an answer about the impact of conformity and stereotypes on aggressive behaviour.

The best answers examiners saw showed detailed knowledge & understanding of the social approach to aggression. These answers included accurate material about conforming to social roles, stereotypes (including self-fulfilling prophecy) and sometimes the role of 'in-groups and 'out-groups'. Sustained and appropriate links to the scenario accompanied this knowledge, including the observation that Piero and Beppe were male and how this links with societal expectations about aggression. Discussion centred around the effectiveness of social explanations, often using studies such as the Stanford Prison Experiment and the 'culture of honour' observed in southern US states

to support the social explanation of aggression. Alternative explanations that challenge the social approach were often given.

Weaker answers often addressed *either* conformity *or* stereotypes, or they confused the two. Other times, social learning theory was confused with the social approach. Although a lot of context was often given in weaker answers, this often just repeated information from the scenario and wasn't integrated well within knowledge of social psychology. In terms of discussion, these learners simply gave alternative approaches without explanations of why these might be more effective or failed to provide any evaluation.

Over the page is an example of an answer to question 20 that was awarded 7 marks; examiners decided it was a borderline level 3 answer. The candidate has produced a well-structured answer with three separate sections; one about social categorisation, one about stereotypes and one about gender norms. They have shown knowledge and understandings that is mostly detailed with few omissions. They have also made appropriate, sustained links to context. Finally, the learner has attempted to discuss by providing evaluation for each point although this is superficial in terms of the alternative approach suggested, and the last study reference is not clear. The weaker discussion component meant this response was placed at the bottom of the level 3 on the levels-based marking grid.

20 Evaluate the extent to which the social approach could be used to understand Piero's and Beppe's aggressive behaviour.

In your answer you should consider:

- conformity to social norms
- stereotypes. <sup>men</sup>

↳ self fulfilling

(9)

The social approach suggests we place people in social groups because they share a characteristic and we assume they are all the same. This ~~help~~ can be used to understand Piero's and Beppe's aggressive behaviour as they ~~their family and friends have been~~ have been placed in a social group with their family and friends because they fight to solve arguments therefore people expect them to also fight. The social approach is not a good explanation of aggression, the biological approach is better because it suggests aggressive behaviour is influenced by genes and evolution.

A stereotype is a fixed view we hold of people that we've placed in a social group. An example of this is ~~old~~ all old people being stereotyped as slow because their old. Stereotypes are self fulfilling and people usually live up to their stereotype because that's what people expect them to do e.g. class clowns. This helps understand Piero's and Beppe's aggressive behaviour because people have a fixed view that they are aggressive because they are in a social group with their family and friends.

This is a good explanation because stereotypes have research to back it up. An example of this research would be the racial stereotype that black people are aggressive being backed up by the study of reality tv shows which showed black female contestants being more confrontational and aggressive. However, stereotypes are bad because they bias our interactions and can lead to discrimination.

Gender norms are the <sup>e social expectations</sup> stereotypes for men and women. Men are expected to be independent, assertive and aggressive while it is not socially acceptable for women to be physically aggressive like men but they can be verbally aggressive. This helps understand Peppé's and Pierro's aggressive behaviour because it's what society expects of them. Gender

Below is an example of an answer to question 20 that was awarded 3 marks. Examiners felt all three AOs had been achieved at level 1. There was some relatively basic knowledge about the social approach to aggression given, links were made to the scenario that did a little more than just repeating what had been given, and finally a suggestion for an alternative explanation. There was nothing in this answer that tempted examiners to move the answer into level 2.

Beppe says, "Our family and friends always solve their arguments by fighting. People expect us to fight."

**20** Evaluate the extent to which the social approach could be used to understand Piero's and Beppe's aggressive behaviour.

In your answer you should consider:

- conformity to social norms
- stereotypes.

Conforming to social <sup>Norms</sup> means that you (9)  
relate to socially things that are seen as  
Normal or acceptable.

Stereotypes is having a view on a certain  
group of people.

Beppe and Piero could be saying "our family and friends always solve their problems by fighting people. people expect us to fight" this could mean that they fight because they feel pressured to fit in with their family and friends, to basicly concern with them.

Socially people expect him to fight this could also pressure him to impress the people and not let them down. This could also be seen as a stereotype towards him and his family and friends.

A limitation is that behaviour is learned through our genes and scientifically this part is not based on.

A way this could be <sup>supported</sup> ~~supported~~ is ~~to~~ ~~take~~ how evidence has been collected that people behave the way they do to fit in with social norms or fit stereotypes.

In conclusion people expect Beppe and Piero to fight and this is explained by stereotypes.

## Summary – advice for learners

The points below are for future learners taking the unit 1 examination. Adherence to these will help them to maximise their marks. Please share these points with the learners (in addition to any other information from this report that you think will be useful to them).

### General exam technique

- **Make sure you answer the question you are actually being asked.** When papers are written care is taken to tell you exactly what you need to include in your response. For example, if the question asks you to *identify* information from the scenario, then this is what you must do; if you were to define a term or give a different, pre-learned response to such a question, you would be unlikely to score any marks.
- **Make sure you use the spaces given on the paper given to answer each question.** Answers are marked on screen by examiners, who can only see a 'clip' of the page containing the space where the answer was meant to be written. You *must* use this space to answer the question. Do not write outside of the lines, below the space given or in the space for a different question. Doing these things may prevent your answer being marked. If you make a mistake that means you cannot fit your answer into the space given, or if you simply need extra space to write your complete answer then you *must* use extra paper.
- **Make sure your writing is legible.** Examiners try very hard to make sense of all styles of handwriting, but sometimes it cannot be fully deciphered. The only way you can be sure that you will receive the correct credit for your answers is by ensuring your handwriting is clear.

## Using and applying your psychological knowledge and understanding

- **Make sure you have learnt which material (key assumptions and concepts) belong with which approach in psychology and use them appropriately.** You can simply learn the key assumptions straight from the specification – there are two for each approach. If you are asked to use a particular concept or approach in your answer, you must use it. For example, in question 12, learners had to use operant conditioning in their response; there was no credit available for those who used the social approach or social learning theory. This lost some candidates up to 4 marks.
- **You *must* use context in your answers when you are asked to.** Sometimes questions on the paper are testing your ability to apply your knowledge. By not using context in your response, you will lose marks
- **Use subject specific terminology / phraseology in your answers.** Often there are marks available for naming a correct term. For example, on this exam if you identified positive and negative reinforcement on question 12 this meant you scored two of the four possible marks. On the other hand, simply re-writing information given in the scenario is never enough when you asked to explain or describe.
- **In describe questions there is a logical ‘order’ to the points you should make in your answer.** On this paper question 16 was about describing classical conditioning. One logical way to answer this question was by writing about before, during and after conditioning. Candidates who did this correctly were awarded 3 marks.
- **In compare questions you must give a similarity and a difference.** On this paper there were 3 marks available for question 4, a compare question. Learners had to *name* an alternative approach, explain how it was *similar* to the biological approach and how it was *different* to the biological approach. You may find connectives such as ‘similarly’ and ‘whereas’ useful in answering ‘compare’ questions.

**You are not expected to use psychological studies in your answers.** Studies are not named on the specification anymore. You will never be directly asked for studies and in most cases, you should not attempt to use them because they will not answer the question. However, you *can* choose to use appropriate studies when you evaluate concepts, and when considering how well concepts can be applied to explaining gender, consumer behaviour and aggression. There are several examples of studies being used well in this report for answers to 9-mark questions.

- **9-mark open response questions.** These questions are worth more than 1/3 of the overall marks available on the unit 1 exam. It is important to get

the best marks you can on them. These are also the questions where most marks are lost. 9-mark questions are designed to test the depth and breadth of your understanding, as well as your application and evaluation skills. Put simply, you really need to understand the material properly for these questions and so plenty of revision and practice is imperative.

Some additional tips for these questions include:

- **Read the information you are given in the scenario and what you are asked to do very carefully.** 9-mark questions always specify which approaches and / or concepts you must use. They also always give you all the contextual information you need to get full marks.
- **Plan what you will include in 9-mark answers, and how you will structure your work.** Some learners like to write all the knowledge and understanding at the start of their work, then apply this to the context, and finish up with a discussion. Others 'interleaf' their knowledge points with their application and then finish up with their discussion. Some learners fully integrate knowledge, application and discussion point by point. You will see examples of different styles in this report. Whichever structure you choose, be aware that a well-structured essay will convey your intentions with much greater clarity.
- **Realise that there are various ways you can evaluate.** The best responses contain a range of different kinds of points that are well developed. Examples can include how effective a concept is to explain a given behaviour, an exploration of practical and ethical implications, and also alternative concepts to explain the behaviour you are writing about. Many learners continue to find the use of psychological evidence helpful here.
- **Using alternative approaches / concepts in your discussion.** Finally, if you are going to use an alternative approach in your discussion, you must clearly present it as such. This is because alternative approaches are often muddled up with knowledge and understanding of those specified in the question. Simply write something like 'one alternative way to explain....' in your work. Your chosen alternative shouldn't be too superficial; simply naming an alternative is not enough. For example, the examiner wants to know *why* it may be more effective than the approach you were told to write about.

There are several other Lead Examiner reports for unit 1 that future learners may use in preparation for their exams. Each of these remains relevant; they contain useful advice to help learners maximise their performance. However, please be aware that all information about the use of studies in unit 1 is now superseded by the points made in this report.



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