



Examiners' Report Lead Examiner Feedback

June 2022

Pearson BTEC Nationals
In 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](#)

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.

Introduction

Unit 1: Psychological Approaches and Applications is a compulsory, externally examined unit for BTEC Level 3 Certificate in Applied Psychology and BTEC Level 3 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 these approaches can be applied to explain topics of contemporary importance to society. These topics are 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 types of questions requiring short, medium and extended open responses. Questions relate to three different novel scenarios which are described within the paper. Many questions require learners to contextualise their answers to the scenarios.

Centres will be aware that this academic year some changes were made to the unit 1 content in the specification. Key studies were removed, some content has been clarified and a small number of additional topics have been added. The examination and the approach to marking has necessarily reflected these changes. For learners, the main difference in terms of question type has been the removal of questions that directly ask for recall or evaluation of named studies which have been replaced with more questions targeting understanding and evaluation of theories.

The contents of this Lead Examiner's report must be considered alongside the summer 2022 (2206) unit 1 examination paper and the corresponding mark scheme. All external assessment materials and sample assessment materials for the unit can be found [here](#).

Introduction to the Overall Performance of the Unit

In common with other qualifications, examining of this unit was disrupted by the pandemic. This was the first summer sitting of the paper since the disruption and numbers of entries have been in line with expectation.

Examiners saw work reflecting all learner abilities, there was a wide range of accuracy and detail observed in answers of all types across the three sections of the paper. Whilst some responses relied on learners' general knowledge, many gave answers grounded in psychological knowledge and understanding, and used subject specific terminology accurately. The mixture of quality seen both across and within individual scripts led to a wide range of marks being awarded.

In common with previous examination series, learners found the short and medium length questions the most accessible. Answers to these questions were often clear and well-structured. However, those questions requiring evaluation skills were more challenging for learners of all abilities. The 9-mark questions requiring extended open responses were considerably more challenging; the expected level of accuracy, precision and detail needed in the responses was not often provided.

Learner responses have been included in this report to illustrate the points made. This report is intended to help centres reflect on the unit and to develop their approaches to teaching to maximise outcomes for future learners. Centres are encouraged to share the content of the report with learners.

Individual Questions – Section A

Question 1:

The first question in section A required learners to state which approach an assumption came from for a single AO1 mark. It is common to have two or more single mark questions about assumptions on the paper, often at the start of a section. Sometimes candidates need to give an assumption from a named approach, other times they are asked to identify an approach from an assumption they are given.

Most learners gave the correct response to this question. Where errors were made, this tended to involve stating an incorrect approach (such as the biological approach).

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

1 State which approach claims that behaviour is a product of information processing.

Cognitive Approach.

(Total for Question 1 = 1 mark)

Question 2:

This one-mark AO1 question asked learners to name the term used when a person feels uncomfortable and unhappy with the gender given to them at birth. There was only one correct response, gender dysphoria.

A variety of different answers were seen by examiners, many learners gave incorrect terms from the list of those in section B3 of the specification. In addition, examiners did not accept those that stated gender *dysmorphia*, due to the difference in meaning of the terms *dysmorphia* and *dysphoria*.

Over the page is an example of a correct response to question 2:

2 Name the term used when a person feels uncomfortable and unhappy with the gender given to them at birth.

This term could be gender dysphoria

(Total for Question 2 = 1 mark)

Below is an example of an incorrect response to question 2. The learner has given an incorrect term:

- 2 Name the term used when a person feels uncomfortable and unhappy with the gender given to them at birth.

Transgender

(Total for Question 2 = 1 mark)

Question 3:

This three-mark AO2 question asked learners to use social learning theory to describe a behaviour given in the scenario. Questions that use the command word 'describe' require learners to write about how a behaviour arises. In order to score marks, learners needed to contextualise their answer to the scenario given on the paper *and* use social learning theory (as opposed to a different concept) in their response.

A variety of different answers worth between zero and three marks were seen by examiners. Examples of creditworthy points can be seen in the mark scheme. Examiners rejected any answer that did not use social learning theory to explain the behaviour and any answer with no context. Credit was not given for points which simply repeated information learners had been given in the scenario.

A single mark was available for learners who described positive reinforcement as this helps learners to explain the process of vicarious reinforcement. Answers which just described operant conditioning could score no more than this single mark. Some very good answers that showed a clear understanding of vicarious learning were seen by examiners.

Over the page is an example of a response to question 3 that scored three marks. The learner knows that receiving a reward is positive reinforcement. They have stated that other learners see (observe) this happening, and lastly that they then participate in order to receive the same reward. This answer is similar to the second example given in the mark scheme.

During his discussions, Charlie hands out sweets to students who share their opinions. He thinks this encourages other students to participate.

3 Describe, using social learning theory, how giving out sweets might encourage other students to participate.

The social learning theory helps understand why people follow other people's behaviours and opinions. Giving out sweets to students who shared their opinion is positive reinforcement. If they participate they get a reward and the rest of the students can see what's happening and will therefore participate to get that same reward. (Total for Question 3 = 3 marks)

Below is an example of a response to question 3 that scored zero marks. Here the learner has not used social learning theory in their response.

During his discussions, Charlie hands out sweets to students who share their opinions. He thinks this encourages other students to participate.

3 Describe, using social learning theory, how giving out sweets might encourage other students to participate.

~~informative social influence~~ normative social influence is changing behaviour to that of a group to fit in and not be seen as different. If a child doesn't take a sweet or share their opinion they'll be seen as the odd one out.

(Total for Question 3 = 3 marks)

Question 4:

This four-mark AO2 question required learners to use the social approach to explain how two experiences (given in the scenario) may

have affected Charlie growing up. Any concepts from the social approach could be used, including explanations and types of conformity, stereotyping and so on. The intention was for learners to make two developed points explaining (giving reasons for) the effects these may have had on Charlie. Learners could use their knowledge of the social approach to write about the effects on Charlie's feelings, behaviours and / or understanding his own gender.

Answers to this question often scored two marks or fewer. Some learners found difficulty writing answers that did not use the social approach, and instead gave common sense answers that were not creditworthy.

Below is an example of a response to question 4 that scored two marks. The learner has suggested that Charlie would have had no friends due to failing to try to conform / fit into the group of girls.

Charlie was born female but now lives as a male. Growing up, he did not enjoy the same activities as girls. The girls he knew did not want to be friends with him.

4 Explain, using the social approach, how these experiences might have affected Charlie while he was growing up.

These experiences may have effected him leading him to having no friends because he did not take part in the activities that the girls were doing. He did not conform with group and did not try to fit in ~~beher~~ because he did not enjoy those activities. He did not believe that what the girls are doing is right. He may have had no friends who were girls growing up.

(Total for Question 4 = 4 marks)

Below is an example of a response to question 4 that scored one mark. The learner has given a key assumption (not creditworthy here) and has suggested that Charlie may have spent time with boys (affecting his behaviour), for a single mark. They may have gone on to score more marks if they had suggested how his behaviour may have been affected by this.

Charlie was born female but now lives as a male. Growing up, he did not enjoy the same activities as girls. The girls he knew did not want to be friends with him.

4 Explain, using the social approach, how these experiences might have affected Charlie while he was growing up.

Social approach is when behaviour is influenced by the people around us, the girls that Charlie knew did not want to be friends with him which lead to being friends and growing up with males which would have affected his behaviour because of ~~it~~ only ~~spend~~ spending time with boys.

(Total for Question 4 = 4 marks)

Question 5a:

This three-mark AO2 question required learners to explain the behaviour given in the scenario using the concept of genome lag from evolutionary psychology. Like question 3, it was imperative that learners contextualised their responses to the scenario and used the correct concepts (in this case, evolution / genome lag).

Performance on this question was often weak. Questions requiring an understanding of evolution and how it can be used to explain behaviour have appeared on other versions of the paper, yet learners of all abilities continue to find them very challenging. Many responses scored a single

mark for a basic understanding of genome lag; however, it was rare for answers to be worthy of any additional marks. Learners did not give answers that made sustained use of evolution to explain behaviour, often reverting to common sense answers or those that better fit with social and cultural explanations for behaviour.

Below is an example of a response to question 5a that scored one mark. The learner has shown they understand the concept of genome lag. The rest of the answer is not 'biological'. Instead, the next point they have made refers to 'history' and then they have gone on to explain Lydia's beliefs / behaviours which does not address the question. In order to score more than one mark the learner could have included the evolutionary advantage that males may have had if they were good 'providers', and the suggestion that Asif has inherited a tendency to be motivated to 'provide'. The mark scheme suggests other creditworthy points.

Lydia and her male partner, Asif, would like to have children. Asif is working hard to buy a house for them to live in. Lydia says in the 'modern world' a female can contribute to buying a house too.

One concept in evolutionary psychology is genome lag.

5 (a) Explain, using the concept of genome lag, why Asif thinks it is up to him to buy a house for them to live in.

(3)

Genome lag describes the process of the environment evolving faster than humans. Asif believes it ~~is~~ is a males job to provide for women as they were expected to in history, which will result in her ~~not~~ giving him a family. Whereas Lydia believes time has evolved where women can be independant and also contribute to the same responsibilities as a man.

Over the page is an example of a response to question 5a that scored zero marks. There is no clear reference to biology / evolution / genome lag in the answer. Responses like this were common.

Lydia and her male partner, Asif, would like to have children. Asif is working hard to buy a house for them to live in. Lydia says in the 'modern world' a female can contribute to buying a house too.

One concept in evolutionary psychology is genome lag.

- 5 (a) Explain, using the concept of genome lag, why Asif thinks it is up to him to buy a house for them to live in.

(3)

ASIF thinks this because males ~~to~~ are seen to be the person in a relationship that works and pays for everything, though overtime this has changed. Clearly for ASIF he may be 'old fashioned' and wants to pay for everything himself.

Question 5b:

This three-mark AO3 question required learners to explain behaviour in the scenario in a different way. The intention was for learners to use a concept from a different approach; however, some learners used the biological approach in a different way and were credited for doing so. Learners were credited for any named alternative approach / concept with one mark and could receive up to two further marks for their linked explanation of this.

The full range of scores from zero to three marks were seen by examiners. Interestingly some learners used evolution for 5b; this was not creditworthy.

Over the page is an example of a response to question 5b that scored three marks. The learner has identified group norms as an alternative explanation, they have explained what traditional gender norms for males are, and suggested that Asif is conforming to these.

(b) Explain **one** alternative way to understand why Asif thinks it is up to him to buy a house for them to live in.

(3)

One alternative way to understand Asif's beliefs is because of stereotypical group norms. For example, it has always been that men are the providers in the family and in certain cultures and society, this norm may still exist. Therefore Asif is conforming to these gender norms by thinking it is up to him to buy the house. (Total for Question 5 = 6 marks)

Below is an example of a response to question 5b that scored one mark. The learner has identified social learning theory as an alternative way, which is creditworthy. However, the justification is about operant conditioning and so the answer scores no further marks.

(b) Explain **one** alternative way to understand why Asif thinks it is up to him to buy a house for them to live in.

(3)

Social learning theory would suggest that if he does provide this for them Asif would be praised for this and this praise^{by friends/family} would reinforce this and make him want to do this more.

(Total for Question 5 = 6 marks)

Question 6:

This was the first of the 9-mark extended open response question on the paper. Each section of the paper (A, B and C) always finished with a 9-mark question of this kind; they are equally weighted in terms of knowledge and understanding (AO1), application / relevance to context (AO2) and evaluation (AO3). This question is marked according to levels (see the mark scheme for these); examiners use the level descriptors to decide which level best describes the work they are marking.

This extended open response question required learners to discuss how the cognitive approach could be used to help us understand gender. In terms of their knowledge and understanding, learners were expected to use their knowledge of cognitive key assumptions, gender schema theory (including the roles of schema, attention, confirmation bias, and reconstructive memory), cognitive priming, and cognitive aspects of stereotyping in their answers.

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. As has been the case in previous series, learners often made effective use of the stimulus material in extended open response questions.

Given the modifications to the unit content, examiners were not *expecting* to see studies used in evaluation for this extended open response question. However, studies *can* still be used, and many learners continue to do so well. Centres are reminded that they can continue to teach studies where there is a belief that they will improve understanding. In doing so, centres need not feel restricted to use *particular* studies; there are many that could be used to support the approaches and applications in unit 1. Alternatively, since studies are no longer required, centres do not have to teach them. Centres are encouraged to train candidates to evaluate in different ways. Other methods of effective evaluation can include:

- A deeper exploration of concepts given as AO1 content, including coverage of their effectiveness, and usefulness in relation to the scenario.
- 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.

Over the page is an example of a mid-level 2 response to question 6. In terms of AO1 content, the learner has shown some accurate knowledge of appropriate concepts (schemas, confirmation bias) with only minor omissions. They have sometimes made reference to points of context within their answer, and this is partially developed as they consider the consequences (AO2). Finally, they have made reference to research findings (although this is somewhat generic), and they have made a good attempt to suggest an alternative approach to understanding gender with their work on genetics.

6 Discuss how the cognitive approach can help us to understand gender.

(9)

According to the cognitive approach, gender is a result of how information is processed. For example, people can develop schemas about gender which affect how they may identify, such as alpha and beta biases and stereotypes. This could affect someone's behaviour as it can cause them to seek out others with similar interests and this may fit the person's schema "such as 'all women wear make-up' or 'there are only female nurses' or 'boys play with trucks'". A lot of people have a confirmation bias which causes them to ignore any information which doesn't fit their schemas, such as seeing a boy play with a doll or lead to the person altering their schema to fit the new information they have observed. This may lead to gender dysphoria also. If someone keeps seeing new information that contradicts their schema such as "all boys play with cars and go into manual labour", however if the male likes more gender-atypical activities they may decide that they are in fact female.

A strength of the cognitive approach is that there is some support ~~beta~~ for the link between stereotypes and gender dysphoria. It has been found that stereotypes can affect how a person feels about their body.

A weakness of the cognitive approach is that it ignores all alternate explanations for gender. For example, the biological approach has support for gender being determined by genetics. This means that the cognitive approach is an incomplete explanation as it ignores support from other approach

Overall, while there are some strengths to support the cognitive approach I think the biological approach explains gender better. This is because there are ~~so~~ explanations, such as chromosome layouts and hormone levels, that can impact gender which are supported by science.

Over the page is an example of a level 1 response to question 6 that scored one mark. The learner has received one mark of credit for their isolated knowledge and understanding (AO1) of cognitive assumptions. No AO2 or AO3 has been attempted.

6 Discuss how the cognitive approach can help us to understand gender.

(9)

The cognitive approach is about information processing. From a young age children had certain assumptions due to what was taught to them. One of the ~~the~~ approaches is the computer analogy. This explains how humans process information like computers: input, output, storing. We store the gender information from a young age and it helps us to understand what to behave like for our gender.

Individual Questions – Section B

Question 7:

For this single-mark AO1 question learners were required to give one assumption from the social approach. Credit was not given to specific concepts from the social approach; overarching key assumptions were required here. Zero marks were awarded when learners gave incorrect key assumptions (most commonly assumptions from other approaches such as social learning). Some learners extracted information from the scenario rather than provide an assumption of the social approach, and so scored zero marks.

Below is an example of a response to question 7 that scored one mark for a correct assumption from the social approach.

7 Give **one** assumption of the social approach.

Behaviour occurs in a social context

(Total for Question 7 = 1 mark)

Below is an example of a response to question 7 that scored zero marks. This answer is describing a concept from the social approach (conformity) and not an assumption.

7 Give **one** assumption of the social approach.

~~the~~ social approach is where in your group you expect conform to your friends in order for you to fit in.

(Total for Question 7 = 1 mark)

Question 8a:

For this single mark AO1 question, learners had to state the meaning of the term 'the bandwagon effect'. Examiners were looking for the meaning of the term rather than an example of the term in use. However, some learners made effective use of examples to support the points they made. Learner performance on this question was good.

Below is an example of a response to question 8a that scored 1 mark for stating the correct meaning of the term.

8 (a) State the meaning of the bandwagon effect.

(1)
the bandwagon effect is where a person will buy a product purely because other people are.

Below is an example of a response to question 8b that scored zero marks. The answer is incorrect.

8 (a) State the meaning of the bandwagon effect.

(1)

When we reciever too much of something
we start to believe in it.

Question 8b:

For this single mark AO2 question, learners had to give two examples of sources of social proof from the scenario. Learner performance on this question was very good.

Over the page is an example of a response to question 8b that scored two marks.

(b) Give **two** sources of social proof from the scenario.

(2)

1 the documentary that Arjun watched

2 the online reviews that Arjun looked at.

(Total for Question 8 = 3 marks)

Below is an example of a response to question 8b that scored zero marks. The learner has not given two sources of social support from the scenario.

(b) Give **two** sources of social proof from the scenario.

(2)

1 first one is

2

(Total for Question 8 = 3 marks)

Question 9a:

For this two-mark AO2 question, learners were expected to use classical conditioning to explain Mary feeling sick. Examiners were looking for the idea that going on cruises had become associated with sickness / the fish pie and then either that cruises have become a conditioned stimulus or that cruises have become a conditioned response.

Performance on this question was mixed. Many learners scored a single mark for showing their understanding, in context, that classical conditioning was learning by association. Some responses seen were very muddled.

Over the page is an example of a response to question 9a that scored two marks. The first mark is for the point about association. The second mark is for acknowledging that feeling sick has become the conditioned response.

- 9 (a) Explain why, using classical conditioning, Mary now feels sick when she thinks about cruises.

(2)

mary now associates cruises with feeling sick
because may links them two things together,
the ~~feet~~ fish pie making her sick is the ^{un}conditio
response and the feeling sick unent thinking
of cruises is the conditioned response.

Below is an example of a response to question 9a that scored one mark. The mark was awarded for the part about pairing of the cruise (NS) with the fish pie (UCS). The last sentence is repeating the information given in the scenario and so no second mark was given.

- 9 (a) Explain why, using classical conditioning, Mary now feels sick when she thinks about cruises.

(2)

Mary ate the fish pie on the cruise.
 The fish pie made her sick. The cruise (neutral stimulus) is now paired with the pie (unconditioned stimulus). If Mary thinks about the cruise, she thinks about being sick.

Question 9b:

For this 3-mark AO3 question, learners were asked to explain how operant conditioning could offer an alternative explanation for Mary's behaviour. Examiners were looking to see that learners understood how consequence could have an effect on Mary's future behaviour of avoiding cruises. Examiners were looking for identification of a way of operant conditioning could explain the behaviour (e.g. negative reinforcement) (1), the correct meaning of this identified way (1) and the impact this would have on Mary's behaviour (1). A single mark for 'learning via consequence (in context)' was available for responses that failed to score any other marks.

Responses deserving marks across the full range were seen often by examiners. Some answers were incorrect because they were about classical conditioning and not operant conditioning.

Below is an example of a response to question 9b that scored three marks. The first mark is for the point about learning by consequence. The second mark is for identification of negative reinforcement. The final mark is for the point about avoiding sickness by avoiding going on cruises.

Operant conditioning is an alternative way of explaining behaviour such as Mary's.

(b) Explain how operant conditioning could account for Mary refusing to go on cruises in the future.

(3)

Operant conditioning is learning ~~the~~ through consequence, such as rewards and punishment. Mary refused to go on cruises in the future may because of she received negative reinforcement from the cruises before, which is sick. Therefore, she wanted to avoid the sickness and refuse to go on cruises.

(Total for Question 9 = 5 marks)

Below is an example of a response to question 9b that scored one mark. The mark was awarded for the idea of removing the unpleasant feeling (in the absence of identifying negative reinforcement, this was accepted for a single mark as it describes what negative reinforcement does).

Operant conditioning is an alternative way of explaining behaviour such as Mary's.

(b) Explain how operant conditioning could account for Mary refusing to go on cruises in the future.

(3)

By not attending cruises in the future, it is removing the unpleasant feeling of being on a cruise

(Total for Question 9 = 5 marks)

Question 10:

This two-mark AO2 question asked learners to explain why Arjun's comment was an example of stereotyping. Examiners were looking for a feature of a stereotype and a link to what Arjun says. Examiners did not accept responses that referred to prejudice and discrimination as these are different to stereotyping.

Responses to this question were often good and both marks were frequently awarded by examiners.

Below is an example of a response to question 10 that was awarded two marks. The learner has explained what a stereotype is and has then correctly linked this to Arjun's comment.

10 Explain why Arjun's comment is an example of stereotyping.

Stereotypes are fixed views we hold of a person or group of people. Arjun is ~~is~~ conforming to the stereotype that old people are miserable. NOT all old people are miserable, Arjun may think they are because of the stereotype.

(Total for Question 10 = 2 marks)

Below is an example of a response to question 10 that was awarded one mark. The part about the 'preconceived notion based on past experiences' was accepted, but the rest of the answer is about discrimination and so attracted no second mark.

10 Explain why Arjun's comment is an example of stereotyping.

Arjun has a preconcieved notion of a particular group based on his past expiencences and now treats that group differently because of it.

(Total for Question 10 = 2 marks)

Question 11:

This four-mark AO1/AO2 question asked learners to explain Jyothi's behaviour using two types of conformity. Types of conformity accepted were normative and informational social influence, compliance, identification and internalisation.

This is a familiar style of question for learners and the full four marks were often awarded.

Below is an example of a response to question 11 that was awarded four marks. The learner has identified normative and informational social influence and has correctly used these to explain the behaviour, in the context of the scenario provided.

All the guests on the ship dress smartly for dinner. Jyothi puts on a special dress before they go to eat. When she is at home, Jyothi would not dress like this for dinner.

11 Explain, using **two** types of conformity, why Jyothi decides to change into a special dress for dinner.

1 ~~Compliance - Jyothi wears a special dress as she believes wants~~

Normative social influence - she wears a special dress as she wants to fit in and avoid rejection from those dressed smartly.

2 Informational social influence - she believes ~~that wearing~~ ^{wears} a special dress ~~is right~~ as as others are dressed smartly and she believes they are more knowledgeable than her and she wants to be right.

(Total for Question 11 = 4 marks)

Over the page is an example of a response to question 11 that was awarded two marks. The learner has correctly identified and explained compliance in context, however a second explanation has not been provided.

All the guests on the ship dress smartly for dinner. Jyothi puts on a special dress before they go to eat. When she is at home, Jyothi would not dress like this for dinner.

11 Explain, using **two** types of conformity, why Jyothi decides to change into a special dress for dinner.

1 Compliance - Jyothi changed her appearance, (public belief) and dressed smartly for the dinner, even though privately she would not do this, because she wanted to fit in with everyone else that dressed smart

2 _____

(Total for Question 11 = 4 marks)

Question 12:

This was the second of the three extended open response questions on the paper. Learners were provided with some information about Jyothi and Arjun making purchases on board the cruise ship and were asked to discuss how operant conditioning and social learning theory could help us to understand their behaviour.

As is common in extended open response questions, learners of all abilities found this question challenging, however examiners found performance on this question to be slightly better than on question 6, the comparable question in section A. Whilst some learners were able to demonstrate good or very good knowledge and understanding (AO1) of operant conditioning and social learning theory, others gave simple isolated points. In some answers, the accompanying AO2 showed sustained links to the information given whilst in other responses links were more limited. AO3 was the poorest performing AO, even the stronger candidates showed poor evaluation skills, making one or maybe two underdeveloped points. A few better answers referred to studies they had learnt about effectively or suggested alternative explanations for consumer behaviour with reasons. Most answers were scored in level 1 with very few scoring in the top level (7-9 marks).

Over the page is an example of a response to question 12 that was awarded five marks. The AO1 and the AO2 given here were considered to be at level two (mostly accurate, relevant to the context with some links). In addition, the AO3 content given here (which in this case includes a study) meant that the middle of level two was considered the best for this piece of work.

12 Discuss how operant conditioning and social learning theory could help psychologists to understand Jyothi and Arjun's behaviour on board the ship.

(9)

Arjun's behaviour can be looked at as an example of social proof. He sees a role model of his wearing ~~to~~ some sunglasses so he does it to try and copy him which definitely be seen as social learning theory. This is when we behave and do things we do because of the environment around you. For example, Bandura conducted a study on social learning theory where children were made to watch a man play with a doll and then after they finished watching the man they were able to go in and play with the doll. Bandura found that the children acted in the identical way that the adult did as they performed the same aggressive moves ~~as~~ as they had just watched the adult do. This displays an accurate representation of social learning theory as the children ~~are~~ ~~watched~~ watched and performed the same moves as the adult did. However, Bandura had a small

sample size making it less valid. It did show why Arium bought his sneakers though, because he saw a role model or his seeing them.

Operant conditioning is when you learn through reinforcement and in this case, positive reinforcement. She is getting a discount on every purchase which explains why she is buying so many items. Operant conditioning is when you carry on doing a certain thing when you are rewarded which explains why this consistent buying. An experiment was conducted by Skinner which linked to operant conditioning. He basically used positive and negative reinforcement on a rat in a box. When the rat didn't touch a buzzer it was rewarded with food however when it did touch the electric shocked. The food is a reward and the electric shock was a punishment and Skinner found that after time the rat would touch the buzzer because he would be rewarded if he didn't. ~~The experiment was to see~~
A weakness of an experiment is that it's done on a rat not a human many have constant knowledge however

it does clearly show operant conditioning and can link to with Jyothi buys so much.

Below is an example of a response to question 12 that was awarded three marks. Attempts were made at all AOs, although only the work on SLT was considered creditworthy. This is a good example of a level one answer.

Jyothi has bought several items on board the ship. She has been using a discount card that gives her 15% off the cost of each purchase.

Arjun sees posters of his favourite sports star wearing luxury designer sunglasses. He decides to buy a pair of the sunglasses for himself.

12 Discuss how operant conditioning and social learning theory could help psychologists to understand Jyothi and Arjun's behaviour on board the ship. (9)

The social learning theory links to his beh Jyothi and and Arjun's behaviour on the ship. as because it is his favourite sports star he is influenced to buy the sunglasses an example of this is in Bandura's Theory as he wanted to see the child will be aggressive and imitate behaviour of the adult towards the end the children's adults that were behaving aggressively behaved aggressively as they ~~was~~ observed and reinforced the behaviour which links to Arjun because he looks up to his favourite sports star as he is going to want to be like him.

operant thinking links to Jyothi's scenario as she looks at the costs towards items, thinking outside the box.

Individual Questions – Section C

Question 13a:

This one-mark AO1 question asked learners to give the meaning of instrumental aggression. Examples of correct answers included aggression that is planned and aggression that helps to fulfil a goal. This question was answered well by the majority of learners; however, some gave incorrect answers such as 'physical aggression'.

Below is an example of a response to question 13a that was awarded one mark.

13 (a) State what is meant by the term instrumental aggression.

~~aggressive~~ aggression used to achieve a goal. ^{set (1)}

Below is an example of a response to question 13a that was awarded zero marks.

13 (a) State what is meant by the term instrumental aggression.

instrumental aggression is a physical form of aggression. (1)

Question 13b:

This two-mark AO2 questions asked learners to identify two examples of instrumental aggression from the scenario. For questions like this, learners can simply lift the information from what they are given on the paper; there is no requirement for them to paraphrase, however they are not penalised if they do. Here, answers needed to give enough information to show that the act was an example of instrumental aggression. Learners who gave their own examples of instrumental aggression that were not in the scenario scored zero marks.

Over the page is an example of a response to question 13b that was awarded two marks. The learner has identified two examples of instrumental aggression from the scenario.

(b) Identify **two** examples of instrumental aggression being shown in the film. (2)

1 The father and son carried out a violent bank robbery to steal money.

2 The father punches the bank employee to steal the keys

(Total for Question 13 = 3 marks)

Below is an example of a response to question 13b that scored zero marks. The learner has not given examples from the scenario, and their answers do not necessarily show instrumental aggression.

(b) Identify **two** examples of instrumental aggression being shown in the film. (2)

1 being screamed at

2 aggressive body language.

(Total for Question 13 = 3 marks)

Question 14a:

This three-mark AO2 question asked learners to explain the mistakes made by Taylor, using reconstructive memory. This should have been a familiar style of question for learners since variations on it have been seen in previous papers. Learners were expected to apply their knowledge of shortening, confabulation or rationalisation to the scenario. There was one mark available for identifying an aspect of reconstructive memory, one mark for demonstrating understanding of this, and one mark for using this knowledge in the context of the scenario.

The full range of from 0-3 marks were awarded by examiners for this question. Common mistakes include generic comments about reconstructive memory (such as 'the piecing together a memory') and the incorrect use other theories of memory in the response.

Over the page is an example of a response to question 14a that scored three marks. The learner has identified confabulation, shown they understand it, and used this to explain a reason why Taylor may have made mistakes when saying their lines.

14 (a) Explain, using **one** concept from reconstructive memory, why Taylor makes mistakes when saying their lines.

(3)

Taylor may forget his lines due to confabulation. Confabulation is where a person tries to fill in 'gaps' in their memory to make it meaningful plus fit their schema. Therefore Taylor may mistake his lines as he is trying to ~~me~~ add in detail to fit his schema.

Below is an example of a response to question 14a that scored one mark. The learner has correctly identified shortening but has given no additional information.

14 (a) Explain, using **one** concept from reconstructive memory, why Taylor makes mistakes when saying their lines.

(3)

Taylor keeps making mistakes in his lines due to ~~the~~ shortening.

Question 14b:

This three-mark AO3 question asked learners to justify one conclusion they could make regarding reconstructive memory. The command word 'justify' is given in the specification, and when asked to justify, learners are expected to provide evidence to support a statement they make. Example answers in the mark scheme show ways this question could

have been answered, including justifying the real-world usefulness of reconstructive memory (to help us judge the reliability of eyewitness accounts). The question was intentionally broad, allowing learners to give any appropriate conclusion about reconstructive memory, with justification.

This question was answered poorly by the majority of learners across the ability spectrum. Most learners simply gave descriptions of reconstructive memory which did not score marks. Even those learners who gave creditworthy points lacked appropriate structure in their answers. Again, the mark scheme for question 14b illustrates how learners could structure their responses.

Over the page is an example of a response to question 14b that scored two marks. The first mark given is for the idea that reconstructive memory is a credible explanation of how memory works (reconstructive memory is 'real') and the second mark is given for the use of a suitable study to support this claim.

(b) Justify **one** conclusion about reconstructive memory. (3)

Reconstructive memory ~~does~~ is real and does in fact fill in the missing parts in ~~memory~~ memory loss have studies have shown this like the one where people were asked what speed the car crashed on smashed and people who heard the word 'smashed' were likely to say higher speed than the others. ~~me~~ ~~when~~ Due to this I believe reconstructive memory is real and does in fact fill in the gaps in our memory

(Total for Question 14 = 6 marks)

Below is an example of a response to question 14b that scored one mark. The learner has shown that they know reconstructive memory can be used to help us understand eyewitness testimony.

(b) Justify **one** conclusion about reconstructive memory.

(3)

Reconstructive memory can be used for eye witness testimony (support). Reconstructive memory also helped ~~pay~~ psychologists understand how information is stored in our LTM and STM stores (long and short term memory), helped understand capacity, duration and format information is stored.

(Total for Question 14 = 6 marks)

Question 15:

This four-mark AO1/AO2 question asked learners to explain the director's behaviour using two kinds of cognitive bias. Appropriate biases included hostile attribution bias, fundamental attribution error, priming for aggression and confirmation bias. Examples of how each could be used can be found in the mark scheme.

Like question 11, this is a familiar style of question for learners and the full four marks were often awarded.

Below is an example of a response to question 15 that was awarded four marks. The learner has identified confirmation bias and hostile attribution error and used them appropriately to explain the behaviour in the scenario.

15 Explain **two** ways that cognitive bias could be used to understand the director's response.

1. Confirmation bias. The director already think Taylor is aggressive so only remembers information that confirms that

2. Hostile attribution error. The director interprets Taylor's behaviour as hostile so therefore feels attack and feels a need to defend themselves.

(Total for Question 15 = 4 marks)

Over the page is an example of a response to question 15 that was awarded two marks. The marks have been awarded for each for identification of an appropriate cognitive bias. The linked explanations are incorrect and lack context and so no further marks could be awarded.

15 Explain **two** ways that cognitive bias could be used to understand the director's response.

1. Fundamental attribution ^{error} ~~error~~ leads someone to assume why someone's done something, bad, when actually they have a perfectly good reasoning behind what they did.

2. Hostile ~~aggression~~ attribution bias is an impulsive, hot blooded type of aggression. ~~Director~~ ^{she} was acting aggressive by shouting as it's the verbal harm and an impulsive behaviour.

(Total for Question 15 = 4 marks)

Question 16:

This two-mark AO2 question asked learners to explain the possible effects of stereotyping on Taylor. This broad question allowed learners to give any conceivable effect on Taylor with an additional mark for appropriate development. As a consequence, there are many examples of creditworthy points; these include reference to prejudice, stereotype threat, the self-fulfilling prophecy and so on.

This question was accessible to learners of all abilities and there were many good, well-developed answers seen by examiners.

Over the page is an example of an answer to question 16 that scored two marks. The learner has identified the emotional impact on Taylor and developed this to include the effect this might have on their self esteem.

16 Explain the possible effects of stereotyping on Taylor.

Taylor would be hurt by these accusations and would not be happy; this could damage his self-esteem as there may be reasons personal reasons as to why he can't remember.

(Total for Question 16 = 2 marks)

Below is an example of an answer to question 16 that scored one mark. The learner has included a definition of what stereotyping is which was not part of the question. The mark was awarded for 'conforming to the director's views'.

16 Explain the possible effects of stereotyping on Taylor.

Stereotyping is where a fixed view is formed on a group of people. The director has a stereotype that all actors are lazy. This may affect Taylor into conforming to the directors views.

(Total for Question 16 = 2 marks)

Question 17:

This was the final extended open response question on the paper for which a maximum of nine marks could be awarded. In common with the other two extended open response questions, this question was marked using levels.

This question required learners to analyse the extent to which biology could explain the real-life aggression of the father and son. Learners were asked to ensure they considered the roles of genetics and evolution in their responses; however, they could also receive credit for the correct use of other concepts from the biological approach, including the roles of hormones, neurochemistry and brain structure.

The best answers examiners saw tended to develop ideas on evolution well. These answers included accurate material about the evolutionary benefits of aggression and (AO1). Work on genetics was less good although some learners were able to use their knowledge of candidate genes including MAOA and CDH13. Sustained and appropriate links to the scenario accompanied this knowledge (AO2). Discussion (AO3) centred around the use of alternative explanations, explaining why these might be more appropriate to explain the acts of aggression described. Most commonly, learners relied on their knowledge of social learning theory, operant conditioning and social psychology here. Some learners supported evaluation points with the findings from studies.

Weaker answers often addressed *either* the roles of evolution or genetics. Other times, learners relied solely on non-biological

explanations (such as social learning theory) yet seemed to think they were in fact biological. Although a lot of context was often given in weaker answers, this often just repeated information from the scenario and wasn't integrated with knowledge of the biological approach to aggression. In terms of AO3, weaker answers simply gave alternative approaches without an explanation of why these might be more effective. Other weak response gave no AO3 commentary at all.

Over the page is an example of an answer to question 17 that was awarded six marks; examiners considered this response a good example of level 2 work which was awarded six marks. The candidate has shown accurate knowledge and understanding, although the point about congenital androgen hyperplasia relates better to females, links to the context were relevant and the conclusion was partially developed with points mainly relating to alternative explanations, including conformity to social roles, supported by the Stanford Prison experiment.

17 Analyse the extent to which biological psychology can explain the real-life aggression of the father and son.

In your answer you should consider the roles of:

- genetics ^{MAOA, inheritance}
- evolution. ^{sexual selection, genome lang, survival of fittest}

(9)

~~Genetics~~ Biological psychology is where believes that behaviour is a consequence of genes and physiology. Genetics plays a big role in this, as because both father and son behave aggressively they ~~ee~~ inherited an hostile trait from generations before. The MAOA enzyme is a mutated enzyme which is linked to aggression and

can be inherited. It can explain
 the behaviour of the father
 and son. Testosterone is another
 factor which contributes to this, as
 high levels of testosterone can
~~also~~ cause aggressive and
 male-typical behaviour. CAH
~~CAH~~ is a condition in which
 a female foetus is exposed to high
 levels of testosterone and this
 causes them to display male-
 typical preferences. These factors in
 genetics account for the
 aggression of the father and
 son. Evolution can also explain
 their aggression through
 survival of the fittest. This is
 where the most dominant traits
 and characteristics are passed
 down in generations in hope
 for the survival. Then the father
~~and the~~ and son may possess
 and aggressive trait which
 was needed in the evolutionary
 period but through genome
 leg, they possess it now.

Social selection also accounts for their hostile behaviour as they possess aggressive traits even though it's not needed. An alternative approach is the social approach. The father and son can conform to aggressive, social and gender stereotypes seen on social sources of information with the hope they would get rich. ~~A Stanford~~ Stanford prison study can explain the conformity to social roles. Even though the study was ethically wrong, it showed the power of conformity to social stereotypes. To conclude, the social approach can explain their aggression. However ~~the~~ biological ~~or~~ psychology further ~~explains~~ explains why they are aggressive and why -

(Total for Question 17 = 9 marks)

it is maintained.

TOTAL FOR SECTION C = 24 MARKS
 TOTAL FOR PAPER = 72 MARKS



Below is an example of a response to question 17 that was awarded one mark. The work is extremely limited; there is one point made about the inheritance of aggression with reference to the father and son. This piece of work was considered to be very weak in terms of AO1 and AO2 with no AO3 content given.

17 Analyse the extent to which biological psychology can explain the real-life aggression of the father and son.

In your answer you should consider the roles of:

- genetics
- evolution.

(9)

Biological psychology would show that some father carry the RY gene, this would only be inherited by the son. If the father has a history of violence, there is a possible chance that it is genetically inherited.

Summary

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 your learners (in addition to any other information from this report that you think will be useful to them).

- **Manage your time appropriately.** Each section of the paper is weighted equally in terms of numbers of marks and level of challenge. This means that learners should spend half an hour on each section of the paper. Learners must also remember to think carefully about their responses; the exam is designed to give learners enough time for them to think about and plan their answers.
- **Learn which material belongs with which approach in psychology and use it appropriately.** Learners can learn the assumptions straight from the specification – there are two for each approach. Similarly, if they are asked to use a particular concept or approach in their answer, they *must* use it. For example, in question 5a on this paper, learners *had* to use genome lag / evolution in their answer; there was no credit available for those who used other approaches to explain Asif's behaviour here.
- **Learners *must* use the scenarios in their answers when they are asked to.** Many questions on the paper are testing AO2 – this means examiners are looking for application of psychology to the scenarios. For example, for question 14a, learners had to explain one way that reconstructive memory could explain Taylor making mistakes when saying their lines for question. Failing to refer to Taylor's behaviour in the answer cost valuable marks.
- **Learners should use subject specific terminology in their answers.** Often there are marks available for naming a correct term. For example, on this exam if they had named hostile attribution bias and fundamental attribution error in their answers for question 15, learners would have scored two four the possible marks.
- **Learners are not expected to use psychological studies in their answers.** Studies are not named on the specification so learners will never be directly asked to use studies. However, they *can* choose to use appropriate studies when they 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 extended response questions.

- **9-mark open response ('essay') questions.** These questions are worth more than 1/3 of the overall marks available on the unit 1 exam. It is important that learners score the best marks they 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 understanding, as well as application and evaluation. Plenty of revision and practice is imperative to do well in these questions.

Some additional tips for learners answering extended open response questions include:

- **Learners should plan what they will include in 9-mark answers, and how they will structure the work.** Some learners like to write all the AO1 at the start, then all the AO2, then finish up with the AO3. Others 'interleaf' their knowledge points (AO1) with their application (AO2) and then give evaluation (AO3) at the end. Some learners fully integrate AO1, AO2 and AO3 point by point.
- **Realise that there are various ways to score AO3 marks.** The best responses contain a range of different kinds of AO3 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 being written about. Learners can choose to use findings from psychological studies to support or challenge explanations for behaviour if they choose.
- **Using alternative approaches / concepts as AO3.** Learners must make sure that any alternative approaches they use are more than superficial. Simply naming an alternative approach is never enough; the examiner wants to know *why* it may be a more effective explanation of the behaviour.

There are several other Lead Examiner reports for unit 1 that learners may use in preparation for their exams. Each of these remains relevant; they contain useful advice to help learners maximise their performance.



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