



# Mark Scheme (Results)

January 2022

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

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## Unit 1: Applied Psychology

### General marking guidance

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

### Specific marking guidance

The marking grids have been designed to assess learner work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

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

**SECTION A**

Question Number	Answer	Marks
1	<p>Award <b>one mark</b> for an appropriate key assumption from the biological approach.</p> <ul style="list-style-type: none"> <li>• Behaviour is caused by /influenced by the central nervous system (CNS) / genes / DNA / neurochemistry (1)</li> <li>• Behaviour is a product of evolution / inheritance (1)</li> <li>• All that is psychological is <u>first</u> biological (1)</li> </ul> <p>Accept any other appropriate responses.</p>	1

Question Number	Answer	Marks
2(a)	<p>Award <b>one mark</b> for appropriate evidence from the scenario that shows Rebecca and Jayne have the same genotype.</p> <ul style="list-style-type: none"> <li>• Rebecca and Jayne are identical twins / monozygotic / MZ twins (and so share the <u>same</u> genes) (1)</li> </ul> <p>Accept other appropriate wording.</p>	1

Question Number	Answer	Marks
2(b)	<p>Award <b>one mark</b> for appropriate evidence from the scenario that shows Rebecca and Jayne have different phenotypes.</p> <ul style="list-style-type: none"> <li>• Rebecca is competitive, Jayne is not (1)</li> <li>• Rebecca enjoys being with other people, Jayne prefers to be alone (1)</li> <li>• The girls have different interests / preferences / personalities (1)</li> </ul> <p>Accept other appropriate wording.</p>	1

Question Number	Answer	Marks
3	<p>Award <b>one</b> mark for each correct way given that sex hormones would affect Rebecca and / or Jayne, up to a total of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Rebecca (and/or) Jayne will develop wider hips (1)</li> <li>• Rebecca (and/or) Jayne will become sexually mature (1)</li> <li>• Rebecca (and or) Jayne display 'caring' behaviour (helping at the children's club / looking after her horse) (1)</li> <li>• Rebecca (and / or) Jayne will experience sexual feelings (1)</li> <li>• Sex hormones influence Rebecca (and / or) Jayne to develop a female gender identity (1)</li> </ul> <p>Accept any other appropriate response / wording.</p>	2

Question Number	Answer	Marks
4	<p>Award <b>one mark</b> for identification of an alternative approach in psychology and up to <b>two further marks</b> for a comparison, which should include one similarity and one difference</p> <ul style="list-style-type: none"> <li>• One alternative to the biological approach is the learning approach /behaviourism (1). Both approaches often use laboratory experience to explore behaviour (1), however whilst the biological approach says behaviour is innate (nature), the learning approach/behaviourism says behaviour is learnt via experiences (nurture) (1).</li> <li>• One alternative to the biological approach is the cognitive approach (1). Both approaches focus on the activity in the mind / brain to explain behaviour (1). The biological approach studies neurotransmission whereas the cognitive approach focuses on modelling information processing (1).</li> </ul> <p>Accept any other appropriate response.</p>	3

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Question Number	Answer	Marks
5	<p>Award <b>one mark</b> for identification of how social categorisation can lead to stereotyping and up to <b>two marks</b> for linked justification.</p> <ul style="list-style-type: none"> <li>• Social categorisation can lead to stereotyping since people with shared characteristics are placed into the same category (1). Being a girl, Jayne is placed into a category with the other girls (1). Since the other girls find mathematics hard, the boy assumes Jayne will not do well in mathematics (1).</li> <li>• Stereotyping is when the characteristics of a social group are applied to an individual (1). The girls are socially categorised into a social group (by the boy) (1). The boy assumes that Jayne will not do well in mathematics because she is a girl (1).</li> <li>• Stereotyping can result from the formation of in and out groups (1). The boy sees Jayne as a member of the out group because she is a girl (1). He puts her down by saying all girls will not do well in mathematics (1).</li> </ul> <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Marks
6	<p>Award <b>one</b> mark for each identification of a way in which Rebecca's peers might have influenced her to conform to gender roles, and up to <b>one</b> further mark for a linked explanation of this, up to a total of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• (One way is) normative social influence (NSI) (1). Rebecca and the other girls do each other's makeup in order to fit into the group / avoid rejection (1).</li> <li>• (One way is) informational social influence (ISI) (1). Rebecca came to understand which behaviours are expected of females via the girls she played with (dressing up as princesses / doing each other's makeup) (1).</li> <li>• (One way is) internalisation (1). At first, Rebecca simply 'went along' with the other girls, dressing as princesses (1). Now, feminine behaviours like wearing makeup have become a consistent part of her gender identity (1).</li> </ul> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Marks
7	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some / all of the indicative content, but learners should be rewarded for other relevant answers.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• The behaviourist and social learning approaches to understanding gender says that gender is a result of environmental interactions.</li> <li>• If a child is praised for behaviour considered to be gender appropriate this increases their chances of them repeating the behaviour.</li> <li>• If a child is punished / ignored for behaviours considered to be gender inappropriate, the chances that they will repeat the behaviour is reduced.</li> <li>• If a child observes a same sex model behaving in a particular way, they are likely to imitate the behaviour themselves.</li> <li>• If a child observes someone of the same sex being rewarded for a given behaviour, they are likely to imitate the behaviour since they expect the same reward (vicarious reinforcement).</li> <li>• The children really appreciate Rebecca’s help. This is positive reinforcement and makes her more likely to continue (the feminine behaviour of) helping others.</li> <li>• Rebecca received an award for her work at the netball club. This is positive reinforcement and makes her more likely to continue (the feminine behaviour of) helping others.</li> </ul>	9

	<ul style="list-style-type: none"> <li>• Faith is a same sex model for Rebecca as a successful female (won medal). Rebecca is likely to serve and imitate Faith's behaviour helping the children / playing netball.</li> <li>• Other psychological approaches and concepts can also explain the development of gender for example there is evidence for the role of cognition in learning.</li> </ul>	
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Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions</li> <li>• Few of the points made will be relevant to the context in the question</li> <li>• Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear</li> <li>• Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and detailed knowledge and understanding</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links</li> <li>• Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way</li> </ul>

**Section B**

Question Number	Answer	Marks
8	<p>Award <b>one mark</b> for a key assumption from the social approach.</p> <ul style="list-style-type: none"> <li>• Behaviour occurs in a social context / situation (1)</li> <li>• Other people / culture / society / social groups influence people's behaviour (1)</li> </ul> <p>Accept any other appropriate response.</p>	1

	Answer	Marks
9(a)	<p>Award <b>one mark</b> for a correctly identified example of social proof from the scenario.</p> <ul style="list-style-type: none"> <li>• Nikki tells Jerome the face cream is very good (1)</li> <li>• (Jerome has seen an advert on TV which says) the face cream is recommended by skin specialists (1)</li> </ul>	1

	Answer	Marks
9(b)	<p>Award <b>one mark</b> for a correctly identified example of the bandwagon effect from the scenario.</p> <ul style="list-style-type: none"> <li>• More (and more) people that Jerome knows have bought the face cream (1)</li> </ul> <p>Accept alternative wording.</p>	1

Question Number	Answer	Marks
10	<p>Award <b>one mark</b> for identification of the reason why, Jerome's manager accuses him of not caring about his job and <b>one mark</b> for a linked justification of this using fundamental attribution error (FAE).</p> <ul style="list-style-type: none"> <li>• The manager attributes Jerome's lateness to something internal about Jerome / his personality / his disposition / his choice (1), rather than situational / external / environmental factors (like Jerome helping the man who has fallen) (1).</li> <li>• Jerome's manager does not consider that there might be situational / external / environmental reasons (beyond Jerome's control) that made him late (1). FAE holds the individual themselves / disposition accountable (1).</li> </ul> <p>Accept other appropriate wording.</p>	2

Question Number	Answer	Marks
11	<p>Award <b>one mark</b> for identification of why Jerome becomes aware of the discussion (using priming) and up to <b>two marks</b> for a linked explanation / justification.</p> <ul style="list-style-type: none"> <li>• Priming is when exposure to a stimulus affects our later response to the same / a related stimulus (1). Buying the face cream (earlier in the day) has primed Jerome (1) making him aware of the two people discussing the face cream despite among other stimuli (noises) on the train (1).</li> <li>• Repetition priming (is a type of priming that can explain Jerome hearing what the two people say) (1). Jerome was speaking to Nikki about the face cream (earlier in the day) (1). Jerome pays attention to the two people discussing the face cream among the other stimuli (noises) on the train (1).</li> </ul> <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Marks
12	<p>Award <b>one</b> mark for each identification of a way in which operant conditioning could be used, and up to <b>one</b> further mark for a linked explanation of this, up to a total of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• One way is positive reinforcement (1) getting smooth skin is a pleasant outcome / is rewarding (1)</li> <li>• One way is negative reinforcement (1) the unpleasant consequence of getting wrinkles is avoided (1)</li> </ul>	4

Question Number	Answer	Marks
13	<p>Award <b>one mark for</b> identification of a reason why compliance is the most appropriate explanation and up to <b>two marks</b> for a linked justification</p> <ul style="list-style-type: none"> <li>• In public Jerome agrees with Nikki that the cream is good (1), whereas in private Jerome has formed / maintains an opinion that the cream is not very good (1) if it was internalisation, he would have changed his private opinion as well (1)</li> <li>• Compliance is a temporary / shallow / superficial type of conformity (1). In public Jerome agrees with Nikki that the cream is good (1) whereas in private Jerome has formed / maintains an opinion that the cream is not very good (1)</li> </ul> <p>Accept alternative wording.</p>	3

Question number	Indicative content
14	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content, but learners should be rewarded for other relevant answers.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Neuromarketing can help companies gain insights into what people think / feel about products / adverts. The aim is to help maximise sales.</li> <li>• fMRI – measuring changes in blood flow that occurs with brain activity; revealing levels of engagement which could be used to improve sales.</li> <li>• Eye tracking - we might assume that people like / are interested in products based on where they look.</li> <li>• Facial coding - from facial expression we might infer how people feel about a product.</li> <li>• A volunteer could be shown an advert for the face cream whilst in an fMRI scanner, which might tell the company what people feel about the face cream / advert.</li> <li>• By measuring muscle movement in volunteers’ faces the company could gain insights into how people may feel about (an advert for) the face cream.</li> <li>• By tracking eye movement as people look at the face cream / watch an advert for it, researchers can see where their attention is drawn.</li> <li>• We cannot be sure that activity shown in scans is the result of cognitions about the product / face cream, because people being scanned may be having other (unrelated) thoughts.</li> <li>• Neuromarketing is expensive however since the company is the largest manufacturer of personal care products in Europe, this implies they can afford it.</li> </ul>

	<ul style="list-style-type: none"> <li>• Operating the scanning equipment requires specialist training. It can be expensive to train operators or difficult to find suitably trained people to conduct the research.</li> <li>• There are other ways of measuring consumer decision making without using scanning techniques (e.g., questionnaire and interviews).</li> </ul>
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Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding, there be major gaps or omissions</li> <li>• Few of the points made will be relevant to the context in the question</li> <li>• Limited assessment which contains generic assertions rather than considering the factors or events and their relative importance, leading to a conclusion which is superficial or unsupported.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear</li> <li>• Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to a partially supported conclusion.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and thorough/detailed knowledge and understanding</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links</li> <li>• Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to a supported conclusion.</li> </ul>

**Section C**

Question number	Answer	Marks
15 (a)	<p>Award <b>one mark</b> for clearly stating the meaning of localisation of function.</p> <ul style="list-style-type: none"> <li>• Different / specific parts of the brain facilitate particular behaviours / actions / cognitions.</li> </ul> <p>Accept other appropriate wording.</p>	1

Question Number	Answer	Marks
15 (b)	<p>Award <b>one</b> mark for a correctly given piece of evidence from the scenario that supports localisation of function.</p> <ul style="list-style-type: none"> <li>• Loretta struggles to speak although she understands what people say to her (1)</li> <li>• Loretta cannot recognise people's faces although she does recognise objects (1)</li> </ul>	1

Question Number	Answer	Marks
16	<p>Award up to <b>three marks for</b> each logically ordered point that describes why Loretta feels frightened.</p> <ul style="list-style-type: none"> <li>• The nurse was a neutral stimulus to which no fear response existed (1). The nurse became associated with the fear-causing fire alarm (UCS) (1). As a result, Loretta is now afraid of the nurse (CR) even when the fire alarm is not sounding (1).</li> <li>• Classical conditioning is learning by association (1). Yesterday the nurse was paired with the fear-causing fire alarm (UCS) (1). The nurse has become a conditioned stimulus, causing the conditioned response of fear (1).</li> </ul> <p>Accept any other appropriate wording.</p>	3

Question Number	Answer	Marks
17	<p>Award <b>one mark for</b> identification of a way in which psychologists could use social learning theory as an alternative way to understand fear, and up to <b>two marks</b> for a linked explanation / justification.</p> <ul style="list-style-type: none"> <li>• Social learning theory say that fears are learnt via observing others (1). An individual would see a (powerful) model being frightened of a particular stimulus (1) they would later imitate the model when they encounter the fear causing stimulus (1)</li> </ul> <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Marks
18	<p>Award <b>one mark for</b> identification of a way that reconstructive memory can be used to understand Piero's memory of the fight and up to <b>two marks</b> for a linked explanation / justification.</p> <ul style="list-style-type: none"> <li>• (One way is) shortening (1). Piero can only recall few / the main details of the fight (1), because these details are part of his schema (for fights) (1).</li> <li>• One way is confabulation (1). Additional details are added to the memory which were not present at the time (1). Pubs are part of Pedro's schema for, so a pub is added to the memory (1).</li> <li>• (One way is) rationalisation (1). Piero has modified his memory of the fight, believing it happened outside a pub rather than the cinema (1), because fights outside a pub are more consistent with / part of his schema (for fights) (1).</li> </ul> <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Marks
19	<p>Award <b>one</b> mark for each identification of a way in which the biological approach could be used to explain Piero's aggression, and up to <b>one</b> further mark for a linked explanation of this, up to a total of <b>four</b> marks.</p> <ul style="list-style-type: none"> <li>• (One way is) evolution / inheritance (1). Aggression helped Piero's ancestors survive so he has inherited the tendency to be aggressive (1).</li> <li>• (One way is) brain structure / damage (1). Abnormal/ damaged frontal lobe(s) might prevent Piero from controlling aggressive urges (1).</li> <li>• (One way is) neurochemistry (1). For instance, Piero may have low levels of serotonin, a neurochemical believed to inhibit aggression (1).</li> <li>• Piero may have a (variant of a) gene (e.g., the 'warrior' gene) (1) which causes abnormal brain chemistry associated with aggression (1).</li> </ul> <p>Accept any other appropriate response.</p>	4

Question number	Indicative content
20	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content, but learners should be rewarded for other relevant answers including relevant studies.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• The social approach uses the influence of society, culture and other people to explain aggression.</li> <li>• Normative and informational social influence (NSI / ISI) can explain why members of a social group conform. NSI - people adopt aggressive behaviour to fit in with a group norm. ISI - seeing others behaving aggressively and fulfilling a goal / need.</li> <li>• Internalisation would say that people conform to the aggressive behaviour of others and continue to believe aggression is acceptable / behave aggressively even when not with them.</li> <li>• Many societies stereotype males as physically aggressive, so aggression and masculinity are strongly linked. Aggression in males is often a societal norm.</li> <li>• Piero and / or Beppe behave aggressively to fit in with their family / friends (NSI).</li> <li>• Piero and /or Beppe fight because they have seen friends / family members use it as a way to solve problems (ISI).</li> <li>• Piero and / or Beppe have internalised aggressive attitudes / behaviours from their family and friends and now believe fighting is an acceptable way to solve their problems.</li> <li>• Piero and / or Beppe identify as male and so have internalised the physically aggressive male stereotype generated by society.</li> <li>• Alternative ways to understand aggression in families could be biology / genes / evolution (Beppe's view was that fighting was 'in his nature') or through social learning.</li> </ul>

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding, with major gaps or omissions</li> <li>• Few of the points made will be relevant to the context in the question</li> <li>• Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding with few minor omissions</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear</li> <li>• Displays a partially developed evaluation that considers some different competing points, although not always in detail, leading to a conclusion which is partially supported</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and thorough / detailed knowledge and understanding</li> <li>• More of the points made will be relevant to the context in the question, and there will be clear links</li> <li>• Displays a well-developed and logical evaluation that clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported</li> </ul>



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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