



Mark Scheme (Results)

June 2022

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

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Unit 1: Psychological Approaches and Applications

General marking guidance

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

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

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

Mark Scheme

SECTION A		
Question Number	Answer	Marks
1	<p>Award one mark for stating the correct approach.</p> <p style="text-align: center;">Cognitive (approach)</p> <p>Reject all other answers.</p>	1

2	<p>Award one mark for giving the correct term.</p> <ul style="list-style-type: none"> • (Gender) dysphoria <p>Accept alternative spelling. Do NOT accept dysmorphia.</p>	1
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Question Number	Answer	Marks
3	<p>Award up to 3 marks for linked points that describe how social learning theory might encourage the students to participate.</p> <ul style="list-style-type: none"> • The other students observe those who participate receiving a sweet / reward (1) receiving a sweet is vicarious reinforcement (1) they participate too as they expect a reward (1). • Receiving a sweet is positive reinforcement (1). The other students observe those who participate receiving a sweet (1) they are motivated to participate themselves (1). • The other students observe contributors receiving a sweet (1). They imitate their behaviour by participating too (1) expecting to receive a sweet (1). • The other students learn by observation and imitation (1). <p>Accept any other appropriate responses.</p>	3

Question Number	Answer	Marks
4	<p>Award one mark for each identification of a way in which Charlie might have been affected by his experiences, and up to two marks for a linked explanation / justification of each concept, up to a total of four marks.</p> <p><i>For didn't like the same activities as the other girls:</i></p> <ul style="list-style-type: none"> • He would have felt that he didn't fit in with his peers (1) because Charlie did not conform to social/group norms (1). • As a result of comparing himself with other girls (1) Charlie would have felt different to them (1). <p><i>For the other girls did not want to be friends with Charlie:</i></p> <ul style="list-style-type: none"> • Charlie would / may have felt lonely / isolated (1) as he was rejected by his peers/the other girls (1). • Charlie may have felt sad/miserable (1) which may have had a negative effect in his sense of 'self'/ mental health. <p>Accept other appropriate responses.</p>	4

5a	<p>Award one mark for an answer that explains how genome lag might explain Asif's behaviour, and up to two further marks for a justification of this.</p> <ul style="list-style-type: none"> • Genome lag occurs because our social environment has changed more quickly than we have evolved (1). It was once an evolutionary advantage for males (such as Asif) to be providers (1). Asif has inherited a tendency to think he should provide for Lydia and their future children (1). • In the environment of evolutionary adaptation (EEA), human males evolved to (materially) provide for their partner / offspring (1). It will take many thousands of years for our genes to evolve and create new behaviours (1). Since Asif is a male, 'genome lag' explains why he thinks he should provide a house for Lydia and their future children (1). <p>Accept any other appropriate response.</p>	3
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Question Number	Answer	Marks
5b	<p>Award one mark for identification of an alternative explanation and up to two marks for linked explanation.</p> <ul style="list-style-type: none"> • There may be a social learning explanation for Asif thinking it is up to him to be the provider (1). Asif may have observed his own father working hard to provide for his family (1). Asif has learnt this behaviour, not inherited it (1). • The social approach may explain Asif thinking it is up to him to be the provider (1). In Asif's culture it may be expected that the males should provide for their family (1). Asif's expectations are affected by his wider social context (1). <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Marks
6	<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"> • Behaviour is a product of information processing / the brain can't be compared to a computer. • A child identifies their own gender from age two-three years. They begin to build a schema that contains information typical for their own gender. • Confirmation bias – the child seeks out information / selectively attends to information consistent with their own gender. Gender consistent information is more likely to be stored in memory and later retrieved. • The child fails to pay attention to information relating to the opposite gender or misremembers 	9

	<p>gender inconsistent information as being gender consistent.</p> <ul style="list-style-type: none"> • A schema for the opposite gender is less well developed / develops later. • Stereotypes arise from schemas. The characteristics of males and females stored in schemas are overapplied to all males / females. • Semantic priming is when a concept is made readily available because another concept in the same category/schema is activated. • The female student may have ignored / misremembered information that was contrary to her belief that all nurses are female ('must have seen male nurses on TV'). • The concept of 'female' may have been activated when the girl's concept of nurse is activated as they are in the same category/schema. • By playing only with other boys, the male student had more opportunity to develop a schema for his own gender than for the opposite gender. • Charlie did not enjoy the same activities as other girls and did not play with them. This may link with him not developing a female identity. • Gender schema theory (GST) says that children's gender beliefs are fixed / rigid. This is supported by the girl who believed all nurses were female. • Alternative explanations to help understand gender include biological explanations (e.g. hormones). For many people their chosen gender 'matches' their biological sex. • GST identifies behaviours as either 'masculine' or 'feminine'. Today a wider range of genders is accepted that does not fit with a binary view (outdated view of gender). 	
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Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question.

		<ul style="list-style-type: none"> Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
Level 2	4–6	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. Some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
Level 3	7–9	<ul style="list-style-type: none"> Demonstrates mostly accurate and detailed knowledge and understanding. Most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Section B		
Question Number	Answer	Marks
7	Award one mark for a key assumption of the social approach. <ul style="list-style-type: none"> Behaviour occurs in a social context (1). Behaviour is influenced by (wider) culture and society (1). Behaviour is influenced by others (1). Accept any other appropriate response.	1

	Answer	Marks
8a	Award one mark for the meaning of the bandwagon effect <ul style="list-style-type: none"> People make decisions to buy products/do things because they think 'everyone else'/other people are (1). People feel as if they are 'missing out' on a product as more and more people purchase it, so purchase it themselves (1). Accept any other appropriate wording.	1

Question Number	Answer	Marks
8b	<p>Award one mark for each identification of a source of social support from the scenario, up to a total of two marks.</p> <ul style="list-style-type: none"> • (Jyothi's) friends (1). • (Online) reviews (1). • (TV) documentary (1). <p>Accept any other appropriate wording.</p>	2

Question Number	Answer	Marks
9a	<p>Award one mark for identification of classical conditioning (association) and one further mark for a linked explanation.</p> <ul style="list-style-type: none"> • Mary has associated eating a fish pie with being on cruise (1). The cruise is now the conditioned stimulus (CS) (1). • Mary has learnt to feel sick at the thought of cruises through association (1). Feeling sick is now a conditioned response (CR) (1). <p>Accept any other appropriate wording.</p>	2

Question Number	Answer	Marks
9b	<p>Award one mark for identification of a how operant conditioning can explain Mary's behaviour, and up to two marks for a linked justification of the strength.</p> <ul style="list-style-type: none"> • Punishment (could explain why Mary refuses to go on cruises in the future) (1). Punishment is a consequence that decreases the frequency of a behaviour (1). Mary stops going on cruises as a result of being sick (1). • Negative reinforcement (could explain why Mary refuses to go on cruises in the future) 	3

	<p>(1). People perform certain behaviours to avoid unpleasant outcomes / consequences (1). By continuing to not take cruises, Mary avoids feeling sick (1).</p> <ul style="list-style-type: none"> Operant conditioning is learning via consequence/rewards and punishments/outcomes (1). <p>Accept any other appropriate wording.</p>	
Question number	Answer	Marks
10	<p>Award one mark for the identification of why Arjun's comment is an example of stereotyping. Award up to one additional mark for a linked explanation / justification.</p> <ul style="list-style-type: none"> A stereotype is a fixed / generalised description that is applied to (all) people from a particular group (all old people) (1) in Arjun's comment, all old people are described as being the same (miserable) (1). A stereotype is an (often negative) assumption (such as 'old people being miserable') (1) applied to all the people in a group (such as all old people) /Arjun is conforming to the stereotype (1). <p>Accept any other appropriate response.</p>	2
Question Number	Answer	Marks
11	<p>Award one mark for each identification of an appropriate type of conformity that could explain the behaviour, and up to one mark for a linked explanation / justification of each effect, up to a total of four marks.</p> <ul style="list-style-type: none"> One type of conformity is identification (1). Jyothi considers herself as similar to the other guests and so dresses (smartly) as they do (1). One type of conformity is normative social influence (1). Jyothi may 'go along' with dressing smartly in order to fit in (1). One type of conformity is informational social influence (1). Jyothi has noticed from others on the cruise ship that getting dressed up for dinner is the correct/expected thing to do (1). <p>Accept any other appropriate response.</p>	4

Question number	Indicative content	
12	<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"> • Techniques from operant conditioning and social learning theory can be used to manipulate the behaviour of consumers. • Companies can manipulate the outcome of a purchase so that the consumer is via positive/negative reinforcement. This will increase the chances of consumers returning to make repeat purchases. • Celebrities are powerful role models who people are more likely to pay attention to and imitate. When celebrities are used in advertising, people are motivated to copy their behaviour because doing so may make them rich / attractive / successful. • Using the discount card when making her purchases is an example of negative reinforcement (spending less money)/ positive reinforcement (is ‘rewarding’). • Arjun decided to buy the designer sunglasses because his favourite sports star is a powerful model for him. • Jyothi and Arjun like the new things they have purchased; this positively reinforces them to make more (similar) purchases. • An alternative explanation could be Arjun purchases the sunglasses due to cognitive priming. Seeing the advert about those sunglasses meant his attention was quickly drawn to them in the shop. • Operant conditioning neglects people’s ability to make rational decisions. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question.

		<ul style="list-style-type: none"> Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
Level 2	4–6	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. Some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
Level 3	7–9	<ul style="list-style-type: none"> Demonstrates mostly accurate and detailed knowledge and understanding. Most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Section C		
Question number	Answer	Marks
13a	<p>Award one mark for the meaning of instrumental aggression.</p> <ul style="list-style-type: none"> Aggressive behaviour that has been planned in advance / premeditated Aggressive behaviour to fulfil a goal (such as acquiring someone's property) <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Marks
13b	<p>Award one mark for each example of instrumental aggression portrayed in the film, up to a total of two marks.</p> <ul style="list-style-type: none"> Planning / carried out (violent bank) robbery Punching the man to steal his keys <p>Accept any other appropriate wording.</p>	2

Question Number	Answer	Marks
14a	<p>Award one mark for identifying a reason why the actor makes mistakes when saying their lines and up to two further marks for justification of this using reconstructive memory</p> <ul style="list-style-type: none"> • One explanation is confabulation (1). This means adding extra detail (from our schemas) at recall (1) meaning the actor would be adding detail to the lines that are not in the script (1) • One explanation is rationalisation (1). We alter unusual details from an event (so that they are more consistent with our schema of similar events) (1). The actor would change unusual parts of the script (to something more familiar)(1). • One explanation is shortening (1). By recall, some of the detail has been lost (1). When the actor says their lines they are less detailed than in the script (1). <p>Accept any other appropriate wording.</p>	3

Question Number	Answer	Marks
14b	<p>Award up to one mark for a conclusion for reconstructive memory and up to two further marks for a justification of this.</p> <ul style="list-style-type: none"> • Reconstructive memory is a good explanation for memory in the real world (1). Reconstructive memory teaches us to be cautious when trusting the evidence given by eyewitnesses (1). Evidence given by eyewitnesses can be altered by a person's previous experiences / schemas (1). • Reconstructive memory cannot always explain how memory works (1). Events which are unusual / of personal significance are found to remain detailed over time (1) whereas reconstructive memory suggests that our recollections become less detailed over time (1). <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Marks
15	<p>Award one mark for each appropriate kind of cognitive bias and up to one further mark for a linked explanation per kind, up to a total of four marks.</p> <ul style="list-style-type: none"> • Hostile attribution bias (could explain the director’s response) (1). She is retaliating to perceived / assumed aggression from Taylor (1). • Fundamental attribution error (could explain the director’s response (1). She attributes Taylor not knowing their lines to an internal characteristic (accuses them of being lazy) OR she fails to consider that circumstance may explain Taylors aggression/equ (1) • Priming for aggression (could be used to understand the director’s aggressive response) (1). Rehearsing the violent scenes caused the director to respond more quickly / more aggressively to Taylor (1). • Confirmation bias (could explain the director’s response (1). The director has found Taylor/actors to be aggressive/lazy before and so focuses on information that supports/confirms this (1). <p>Accept any other appropriate response.</p>	4
Question number	Answer	Marks
16	<p>Award up to one mark for identifying a possible effect of stereotyping on Taylor and up to one further mark for an explanation / justification of this.</p> <ul style="list-style-type: none"> • One effect is discrimination (1) for example the negative stereotyping may mean they are not selected for roles in the future (1) • Taylor may feel anxious about conforming to the stereotype (stereotype threat) (1) which may further prevent them from being able to remember their lines (1) • Taylor may be determined to prove the director wrong (stereotype lift) (1) and so improves their line learning despite the negative stereotype (1). 	2

	<ul style="list-style-type: none"> • What the director says about actors may become a self-fulfilling prophecy (1). This means Taylor comes to embody the characteristics of a typical actor (1). <p>Accept any other appropriate response.</p>	
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Question number	Indicative content
17	<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"> • Evolutionary psychologists would expect aggression to persist if it was beneficial to survival. • In the environment of evolutionary adaptation (EEA) individuals who behaved aggressively would be more likely to survive and pass the characteristic on to their offspring. • Aggressive behaviour allows males to dominate other males and outcompete them for sexual partners. • The MAOA-L variant is linked to aggression. It increases levels of serotonin in the brain. • Variants of the CDH13 gene are linked with aggression, it may affect impulse control. • The son may have inherited aggressive tendencies from the father. • The aggressive characters in the film are male (father and son), the MAOA-L variant occurs in males. • Being aggressive / dominant enabled the man to compete for and acquire a partner.

		<ul style="list-style-type: none"> • The son was able to acquire money from the robbery and therefore was able to attract his partner. • The CDH13 gene may not be a good candidate for explaining aggression here since it is linked with impulsivity not planned acts of violence. • Alternatively, the son may be conforming to a group norm. It may be a social norm for the family to behave aggressively, he does so to fit in / avoid rejection. • Alternatively, the son may have observed and imitated his father's actions (SLT). The monetary gain made by his father was vicarious reinforcement.
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited conclusion which contains generic assertions leading to a conclusion that is superficial or unsupported.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed conclusion which considers some different competing points, although not always in detail, leading to a conclusion that is partially supported.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical conclusion which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported.



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