



Mark Scheme (Results)

January 2022

Pearson BTEC Level 3
In Applied Psychology (21333L)
Unit 3: Health Psychology

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Unit 3: 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	Mark
1	<p>Award one mark for the correct definition of cognitive bias.</p> <ul style="list-style-type: none"> • An error of thinking when processing information (1) • An error of thinking which occurs due to problems with attention/memory (1) • An Irrational/faulty/distorted thought process (1) <p>Accept any other appropriate wording.</p>	1

Question Number	Answer	Mark
2	<p>Award one mark for identification of what is meant by the biopsychosocial model and one further mark for an appropriate linked explanation/elaboration.</p> <ul style="list-style-type: none"> • Psychological problems contribute to Riley's addictive behaviour (1) Riley's stress due to their work commitments may cause them to shop more/make their addiction to shopping worse (1). • There may be a biological reason for Riley's addictive behaviour (1). Riley's mother believed addiction could run in the family as she had dozens of pairs of shoes (which she had bought) (1). • The biopsychosocial model looks at biological, social, and psychological factors which contribute to Riley's addiction (1) For example, Riley uses shopping to relieve his levels of stress (which is a psychological factor) (1). <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
3a	<p>Award one mark for each of the following linked points, up to a maximum of three marks.</p> <ul style="list-style-type: none"> • The initiation of a shopping addiction may be due to role models/social learning theory (1). People observe their role models shopping/ observe the pleasure a role model gets from shopping (1) so imitate their behaviour and begin shopping themselves shop as they want to experience the positive feelings themselves (vicarious reinforcement) (1). • The initiation of a shopping addiction may be due to classical conditioning (1). Advertisements portray shopping as exciting/rewarding (1). An individual therefore associates shopping with these positive feelings and begins shopping (1). <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Mark
3b	<p>Award one mark for an appropriate identification for relapse from the learning approach and up to two further marks for a linked expansion/elaboration.</p> <ul style="list-style-type: none"> • (Conditioned) Cues may lead to relapse (1). Riley said the smell of perfume/seeing the displays made them remember how happy they felt shopping (1). This association would lead them to buy things again/relapse (1). • Negative reinforcement may be a reason for Riley's relapse (1). This is where Riley knew their boredom will be taken away by buying things (1). This will make the behaviour more likely to happen again leading to relapse (1). <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Mark
3c	<p>Award one mark for identification of a concept from the cognitive approach and one further mark for as linked explanation/justification.</p> <ul style="list-style-type: none"> • A breakdown of coping strategies can cause relapse (1). Riley said that they could not distract themselves from the boredom they feel from not shopping (1). • Relapse is due to Riley using shopping as a coping mechanism/to relieve unpleasant feelings /to self-medicate (1) such as them saying they were bored not buying anything/they needed some excitement (1). <p>Accept any other appropriate response.</p>	2

Question Number	Indicative content
4	<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 should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Perceived susceptibility is whether Riley believes they are at risk of becoming ill due to their addiction. • Perceived severity is an assessment of whether any consequences of the behaviour is serious or not. • Individuals will need to see the benefit of giving up their addiction and adopting healthier behaviours. • Perceived barriers are influence which may discourage a health behaviour such as Riley being bored without shopping.

	<ul style="list-style-type: none">• Riley is worried their addiction is making them ill.• Riley is having sleepless nights and headaches; they also feel depressed which they may feel is serious.• Riley is shocked at the amount of money they spent, which may have serious consequences.• Riley's friends have said they will save for a big holiday together if they stop shopping.• Riley's friends and family also shop, which means they have increased contact with the behaviour.• Riley's depression and headaches may be cues to action to stop shopping.• Riley does not believe they can give up shopping, which means low self-efficacy may better explain their continued shopping.• Riley's previous experience of failing and starting shopping again means they are less likely to give up.• Riley's' mum has dozens of pairs of shoes, and their friends shop so their addiction may be due to biological factors.• The HBM is not the only predictor of future behaviour as such things as social support can help predict this. Riley has emotional support from their friends and family.• Incentives/targets can also reduce the likelihood of Riley continuing shopping such as saving up for a big holiday together.• Riley may have an external locus of control which means they will blame others for their behaviour so less likely to stop shopping.
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		<ul style="list-style-type: none"> Riley is in the contemplation stage of behaviour change knowing their behaviour is problematic (headaches/arguments) and so know they need to stop.
<p>Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Demonstrates isolated knowledge and understanding, with major gaps or omissions. Few of the points made will be relevant to the context in the question. 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.
Level 2	4-6	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding, with few minor 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 assessment which considers some of the factors or events and their relative importance leading to a partially supported conclusion.
Level 3	7-9	<ul style="list-style-type: none"> Demonstrates mostly accurate and thorough/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 assessment which clearly considers the factors or events and their relative importance, leading to a supported conclusion.

Section B

Question Number	Answer	Mark
5	<p>Award up to two marks for two appropriate signs from the scenario.</p> <ul style="list-style-type: none"> • Heart rate increased • She began to sweat • She could not eat • She could not concentrate <p>Accept any other appropriate wording.</p>	2

Question Number	Answer	Mark
6	<p>Award one mark for identification of an appropriate difference and one mark for an elaboration/justification.</p> <ul style="list-style-type: none"> • Women are more likely to have a “tend and befriend” response to stress/seek closeness to others (due to Oxytocin) (1) (whereas) men are more likely to have a fight or flight response to stress/more likely to have an aggressive response (due to higher testosterone) (1). <p>Accept any other appropriate wording.</p>	2

Question Number	Answer	Mark
7	<p>Award one mark for each appropriately linked identified Form of social support and one mark for an appropriate linked expansion up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Johanna’s mother may give Instrumental (practical) social support (1) by offering to pick up Johanna’s children from school each day/ have them overnight one day a week (1). • Johanna’s friends may give Esteem social support (1) as her friends boost her self-esteem by telling her that she always gets good marks in her assignments/that she helps them understand their work (1). • Johanna’s friend may give her emotional social support (1) as they listen to and support her and comfort her when she is struggling (1). <p>Accept any other appropriate wording.</p>	4

Question Number	Answer	Mark
8a	<p>Award one mark for an example of peripheral route from the scenario.</p> <ul style="list-style-type: none"> • Attractive person discussing the benefits. • It was a celebrity she liked so she will pay more attention. <p>Accept any other appropriate wording.</p>	1

Question Number	Answer	Mark
8b	<p>Award one mark for identification of one way the ELM is effective and one mark for explanation/justification.</p> <ul style="list-style-type: none"> • The characteristics of an audience/individual differences can be taken into account (1) so health campaigns can be targeted to a particular audience to make the message more effective/such as increasing effectiveness by using a celebrity when targeting an audience who has little interest/time for the message (1). • The peripheral route of persuasion has been used effectively in a number of health promotion campaigns (1) such as using celebrities/sport people to improve take up of covid vaccinations (1) • Concepts from the ELM has been used in advertisements about health behaviours (1) for example the use of celebrities to promote a healthier lifestyle/go for medical testing/be aware of certain illnesses (1) • Recognises that the message can be interpreted differently by differently people (1) For example some may rely on the credibility of the message whereas other are more interested in who is saying it (1) <p>Accept any other appropriate response.</p>	2

Question number	Indicative content
9	<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 should be rewarded for other relevant answers.</p> <p>Stress Inoculation Therapy</p> <ul style="list-style-type: none"> • SIT will help Johanna handle stress more successfully and become more resistant to its effects. • Conceptualisation educates Johanna about the nature of stress. • Will explain that how Johanna appraises a situation will affect how stressed she becomes about it. • Looks at the role of bad habits/coping strategies such as her shopping. • Will tell Johanna stress is a problem to be solved/a challenge not an obstacle. • Skill acquisition will provide Johanna with positive coping skills to deal with her stress. • Johanna may be taught other coping skills for her stress rather than going shopping, i.e. going for a run, using deep breathing techniques. • Application and follow through is where Johanna will practise the skills learnt through simulation of situations, she finds stressful. • Practically this may not be effective For Johanna as it takes time and practice. Johanna has little time, and this is what stresses her in the first place. • Johanna also needs to be committed and motivated for the treatment to work; not easy when she is stressed and looking to give up on other commitments.

	<ul style="list-style-type: none"> • SIT doesn't only help Johanna's immediate stress but also any stress that occurs in the future making it a more long-term solution. <p>Biofeedback</p> <ul style="list-style-type: none"> • Involves training people to lower stress by using physical signs from their body. • Johanna would be attached to a machine measuring muscle tension, heart rate etc. • The machine would give auditory and/or visual feedback about heart rate/muscle tension. • A buzzer could sound every time Johanna's heart rate goes up/muscles become tense. • Johanna can lessen the buzzer sound by relaxation of muscles/deep breathing to lower heart rate. • The controlling of the buzzer is a positive reinforcer therefore Johanna will continue the behaviours used to reduce the stress when attached to the machine. • Biofeedback is non-invasive with no side effects meaning Johanna is less likely to stop the treatment. • Practically, the relaxation strategies can be taken into the real-world situations meaning it is a long-term solution. • Practically, it is more expensive due to the use of specialist machinery and professionals meaning Johanna may not be able to afford it due to her other commitments. • Biofeedback gives control back to Johanna meaning it is a more ethical treatment than others such as drug therapy.
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Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes.		
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding, there be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited evaluation 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 few minor omissions/any gaps or omissions are minor. • 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 evaluation that considers some different competing points, although not always in detail, leading to a conclusion which is partially supported.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/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 evaluation that clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported.

Section C

Question Number	Answer	Mark
10	<p>Award one mark for an appropriate identification from the scenario.</p> <ul style="list-style-type: none"> • Aarin has been having arguments with their partner. • They no longer speak to family. <p>Accept any other appropriate wording.</p>	1

Question Number	Answer	Mark
11a	<p>Award one mark for the identification of a reason from the learning approach and one mark for an appropriate linked elaboration/justification.</p> <ul style="list-style-type: none"> • Aarin will carry on smoking due to negative reinforcement (1). This is the relief of withdrawal symptoms such as feeling angry/headaches (1). • Aarin will continue smoking due an association with a positive consequence (1) such as associating smoking a cigarette with feeling relaxed/feeling good with friends/relief of anger (1). <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
11b	<p>Award one mark for identification of an appropriate explanation and one mark for an appropriate elaboration/justification.</p> <ul style="list-style-type: none"> • Social learning theory can effectively explain why individuals exposed to their parents smoking are more likely to smoke themselves (1) since they observe and imitate their parents smoking behaviour (1). • Operant conditioning provides an effective explanation for the maintenance of a smoking addiction (1). Negative reinforcement explains that people continue to smoke to avoid withdrawal effects (1) • It is not effective as it does not consider biological factors in addiction (1) such as the role of dopamine in addiction/such as the role of an addictive personality (1). <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
12a	<p>Award one mark for an identification of a concept from the Hovland-Yale theory and up to two marks for an appropriate elaboration / justification.</p> <ul style="list-style-type: none"> The message needs to be communicated by a credible/expert source on smoking (1) This could be a doctor who is an expert on the dangers of smoking/a celebrity who the audience admire/someone they trust (1) this will mean the audience will pay more attention to/be more persuaded by message given by the source in the advert (and stop smoking) (1) To be persuasive the message communicated in the advert needs to be two sided/balanced (1) And result in a medium level of fear (1) For example the message could discuss the withdrawal symptoms a person will be experience and the money they will save/the effects smoking has on the body as well as how stopping smoking will help repair damage (1). <p>Accept any other appropriate response.</p>	3

Question Number	Answer	Mark
12b	<p>Award one mark for an identification of a reason why the Hovland-Yale theory is not effective.</p> <ul style="list-style-type: none"> It does not explain how persuasion actually occurs (1). It assumes that understanding the message always leads to persuasion / behavioural change (1). Audience may think they know better than the expert (and therefore not listen to them) (1). May not believe they can stop (low self-efficacy) so message will not make any difference (1). <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
13	<p>Award one mark each for an appropriate way and up to a further two marks for appropriate linked elaboration/justification for each one, up to a maximum of six marks.</p> <ul style="list-style-type: none"> • The theory of planned behaviour (TPB) suggests that the attitude towards a behaviour is important in whether they a person stops smoking or not (1) Aarin has a favourable attitude toward smoking and does not understand why family do not understand their reasons for continuing (1) This suggests that Aarin will not have the ability to stop smoking due to their attitude towards it (1) • The TPB suggests that a strong behavioural intention to perform a health behaviour will always be followed by the behaviour itself (1). Aarin has argued with family because they don't understand why Aarin still smokes/Aarin has failed every time they have tried to give up (1). This suggests that Aarin behavioural intention to stop smoking is not strong so they would not have the ability to stop smoking (1). • The TPB suggests that subjective norms are important when quitting smoking (1) Aarin's parents and partners all disapprove of Aarin's continued smoking (1) meaning that the theory would suggest that Aarin will have the ability to stop smoking (1) • The TPB suggests that a person's perception of how easy of difficult a behaviour is (perceived behavioural control) is important when looking whether they perform a behaviour (1) Aarin has failed every time when trying to give up smoking (1) This suggest that Aarin finds it far too difficult to stop smoking and therefore would suggest that they would not give up (1) <p>Accept any other appropriate response. Maximum 2 per bullet point if generic.</p>	6

Question Number	Answer	Mark
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 should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Health promotion campaigns can be used to increase understanding about the benefits of stopping smoking. • This could be through adverts/leaflets/social media. • This type of campaign would only be effective for Aarin if it was relevant to them, and the information was easily accessible. • Aarin would need to have information that shows them ways to give up smoking. • Need to have information that would show them ways to reduce withdrawal symptoms, or how to cope with a situation where they would normally smoke; this would reduce perceived threat. • The doctor could incentivise Aarin to give up smoking such as using text message/SMS messaging to motivate and praise them for not smoking. • Aarin could be given a subscription for a gym so that they could exercise when they are anxious about the lack of cigarettes. • Aarin could be directed to support groups where instrumental and esteem support could be given. • Support groups could also use role models who have successfully quit smoking meaning that self-confidence about quitting would be higher. 	6

	<ul style="list-style-type: none"> Aarin could be given nicotine patches/gum in order to reduce withdrawal symptoms meaning relapse is less likely. 	
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Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> Demonstrates isolated elements of knowledge and understanding, with major gaps or omissions. Few of the points made will be relevant to the context in the question. Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
Level 2	3-4	<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	5-6	<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.

Question number	Indicative content
15	<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 should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Nicotine causes pleasure through the activation of the reward pathway in the brain. • Nicotine has an effect on the dopamine receptors in the brain by mimicking the action of acetylcholine and binding to the acetylcholine receptors. • When nicotine and the acetylcholine receptors bind together neurons are excited leading to a release of dopamine which results in feelings of pleasure/calm. • Aarin says that smoking makes them feel calm and gives them pleasure, suggesting that dopamine has been released. • Maintenance is due to the decrease in dopamine receptors as pleasure is provided by intake of nicotine not the receptors. • A decrease in natural production of dopamine means nicotine is needed to maintain the feelings of pleasure. • Tolerance occurs where an increase in nicotine intake is needed to maintain normal functioning within the brain. • Aarin admits that over time they need to smoke more to feel pleasure/calm, suggesting that tolerance has occurred. • Relapse occurs due to the withdrawal symptoms such as low mood, headaches. • The only way of restoring balance and feeling better is by smoking again. • Aarin admits that when they do not have a cigarette, they feel irritable, angry and has headaches which can only be relieved when they smoke.

	<ul style="list-style-type: none"> • There may be a genetic predisposition to become addicted to smoking. • Aarin's twin and parents used to smoke. • A number of effective treatments for smoking addiction are based on the biological approach and aim to reduce the withdrawal symptoms that cause people to relapse. • Even when an individual knows that smoking is harmful, they find it difficult to stop due to the physiological changes within the brain. • Biological explanations do not take into account situation or cultural expectations in a person's smoking addiction. • Aarin admits they feel depressed and have low self-esteem, which may be a factor in their smoking. • Aarin's twin and parents may have been role models. • Biological approach does not consider cognitive factors. • Aarin may have an external locus of control and so continues to smoke as they think external factors are to blame. 	
<p>Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding, there be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • 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.

Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor. • 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 assessment which considers some of the factors or events and their relative importance leading to a partially supported conclusion.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/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 assessment which clearly considers the factors or events and their relative importance, leading to a supported conclusion.

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