

L3 Lead Examiner Report 2001

January 2020

**L3 Qualification in Applied
Psychology**

**Unit 1: Psychological Approaches
and Applications (21331L)**

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Unit 1: Psychological Approaches and Applications (21331L)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	11	23	35	47

Introduction

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

The external assessment is in the form of a 1.5-hour examination which has 72 marks. It comprises several question types requiring short, medium and extended open responses. Questions relate to vocational contexts which the learner is given.

Introduction to the Overall Performance of the Unit

This was the second external examination for the unit and the first taken in a January. Learners who took the examination were in years 12 and 13. For some this was a retake, for most it was their first time sitting the paper.

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 it was unfortunately common to see answers which relied solely on learner's general knowledge, others 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.

Learners usually made good attempts to apply their knowledge to the vocational contexts given to them; this was pleasing to see. There are a few notable exceptions to this which are covered in some detail herein.

In common with summer 2019, learners found the short and medium length questions the most accessible (where the command words were state, give, explain and describe). Answers to these questions were often clear and well-structured. However, the longer 9-mark questions were considerably more challenging for learners; many struggled to provide the expected level of accuracy, precision and detail needed in their answers

needed to score highly. In extended answers, credit for Assessment Objectives 1 and 2 could often be given (although this was often at levels 1 or 2). AO3 coverage was often very weak or absent, and so failed to attract marks.

Answers have been included in this report to highlight points that might help centres in their delivery of the unit.

Individual Questions

Question 1

Learners were expected to give an assumption from the social approach. Several suitable key assumptions for the approach (see marking points on mark scheme). Many learners gave clear and accurate responses here. There was no expectation for the answer to be contextualised to Ben, however marks were awarded when a clear assumption from the learning approach could be found within a contextualised response.

The answer below is clear and accurate, and scored 1 mark:

1 Psychologists could use the social approach to explain Ben's behaviour.

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

Other people, culture and society influence
our behaviour

(Total for Question 1 = 1 mark)

Learners who failed to score a mark for this question often gave a key assumption from a different approach, most commonly the learning approach. Other learners named a specific concept from the social approach, which was not creditworthy:

1 Psychologists could use the social approach to explain Ben's behaviour.

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

Gender Stereotypes

Question 2 (a)

Learners were expected to state the meaning of the psychological term (see marking points on the marks scheme). The answer below scored one mark:

2 (a) State the meaning of social categorisation.

(1)

Social categorisation is putting people in groups based on shared characteristics.

Learners are advised to avoid using derivations of terms from the question in their answers, without further clarification. For instance, 'social categorisation means socially categorising people' was not considered creditworthy.

Question 2 (b)

Almost all learners scored a mark for giving an example of a social category. A one-word answer that identified a social category was enough (see marking points in mark scheme). The answer below was awarded one mark:

(b) Give **one** example of social categorisation.

(1)

One example of social categorisation is 'Geeks'

Marks were also awarded when an example of a social category could be established from a longer answer. The social category in the answer below is 'goths.'

(b) Give **one** example of social categorisation.

(1)

An example of this would be a goth hangs around with other goths or a bully will be with the popular bully kids. (Total for Question 2 = 2 marks)

Question 3

The full range of marks were awarded for this question (0-3). Learners were required to apply their knowledge of Chartard et al (2007) to Ben's memory of his previous mark for Maths (see marking points in mark scheme). Learners could achieve marks by referring to either of the two parts of the study – the correlational or experimental part.

Contextualisation to Ben was required within the answer. Most students did this, however a failure to contextualise anywhere within the answer meant that no marks could be awarded.

The answer below was awarded 3 marks. The learner explained that in the study boys and girls were reminded of gender stereotypes (1), that boys recalled their Maths grades as being higher / better (1), and finally establishes that Ben might hold the same gender stereotype (1):

- 3 Explain why the Chartard et al (2007) study could be used to understand Ben's memory of his marks for Maths.

Chartard's study found that ~~boys~~ ^{gender stereotypes} the reiteration of ~~gender stereotypes~~ influenced the recall of ~~girls~~ students of Art and Maths grades. Ben strongly believed that Art is a "girl's" subject and ~~that~~ ^{gender stereotypes} female students recalled lower math grades whereas boys recalled higher/better Maths grades. Ben believed the gender ~~stereotypes~~ ^{stereotypes} attached to Art and Maths so therefore believed his Maths grade to be higher.
(Total for Question 3 = 3 marks)

Normative

By contrast, the answer below is generic (there is no reference to Ben). It also lacks precision since the learner has not specified 'boys' and the findings given are inaccurate. This answer has been included to illustrate a response that might appear creditworthy yet could not score:

- 3 Explain why the Chartard et al (2007) study could be used to understand Ben's memory of his marks for Maths.

In Chartard et al's study, he found that people were ~~more~~ more likely to remember ~~the~~ when they got good grades / results than when they got bad grades / results.

Question 4

Many learners found this question highly accessible. The full range of marks were awarded (0-3) and learners were often given 2 or 3 marks for their answers. The

requirement was to identify a type of conformity that could be used to explain Ben's behaviour at lunchtime.

Learners almost always gave contextualised answers, as was the requirement. Answers about normative social influence (NSI), identification and compliance were all creditworthy (see marking points in mark scheme). Informational social influence (ISI) and internalisation were not creditworthy given the information provided about Ben's contrasting behaviour at home.

The answer below was awarded 3 marks. The learner has correctly identified NSI as an appropriate type of conformity (1), they have explained that Ben behaves in this way to fit in / be liked by others (1) and have used his behaviour at home to show that his private views remain unchanged (1):

4 Explain one type of conformity that could be a reason for Ben's behaviour at lunchtimes.

Ben is conforming to NSI as he follows the behaviour of others to fit in and be liked, ~~as~~ even tho he knows it is wrong. ~~as~~ This doesn't change his private views ~~as~~ as he doesn't act unhelpful at home but while in social context he changes his beliefs and behaviour to fit in.

(Total for Question 4 = 3 marks)

The answer below was awarded 2 marks. The 1st mark was awarded for identifying compliance as an appropriate type of conformity, the 2nd mark was awarded for the learner's knowledge about Ben's public and private behaviours / beliefs. There is no reference to acceptance / avoiding rejection from the group of boys for a 3rd mark:

4 Explain one type of conformity that could be a reason for Ben's behaviour at lunchtimes.

One type of conformity to explain this could be compliance. In public, Ben conforms to what the rest of his group think but at home his beliefs change and he helps. Compliance explains this because his beliefs change privately and publically.

Question 5

This question required candidates to give the meaning of a psychological term for 1 mark. Whilst learners struggled to put the meaning of gender into words, responses which compared gender to biological sex were common and were creditworthy (see marking points in mark scheme). Whilst many learners scored 1 mark, a significant number scored 0. Learners who wrote about biological sex only, or 'identity' without reference to male / female or 'other' did not score the mark. Other learners confused gender with sexuality.

The answer below was considered very refined and was awarded 1 mark:

5 Give the meaning of gender.

Gender is a psychological construct that is separate from biological sex, people usually identify as either male or female

(Total for Question 5 = 1 mark)

The answer below was awarded 0 marks for being about 'biological' sex:

5 Give the meaning of gender.

Gender is a label of sex given at birth depending on your sexual organs and genes. Women XY Man XX

(Total for Question 5 = 1 mark)

The answer below was awarded 0 marks for being too vague:

5 Give the meaning of gender.

Something someone identifies as due to the way they see themselves.

Question 6:

This question required learners to give two pieces of evidence from the scenario suggesting that Ben had high levels of testosterone. Learners were *not* expected to write in depth about Ben's behaviour, which many did and so scored 0 marks. Instead, the question was designed to test knowledge of which people have high levels of testosterone and when in the lifespan this occurs (see marking points in mark scheme).

The answer over the page scored 2 marks for identifying Ben's age and sex:

- 6 Give **two** pieces of information from the scenario that would suggest Ben has high levels of the sex hormone testosterone.

As he is a 14 year old boy, therefore testosterone levels will be high because of puberty.
He believes cleaning is a womens role.

Question 7

This question asked learners to describe how evolutionary psychology could be a reason for Ben believing men should have well-paid jobs. Answers to this question needed to be contextualised and so reference to Ben / a well-paid job / a higher income or similar was required. A failure to contextualise somewhere within the answer meant that marks could not be awarded.

Many learners found this question difficult to access. In this qualification the describe command requires learners to make linked points in a logical order that address the question. Few learners were able to access 3 marks; however, it was common for 1 or 2 marks to be awarded.

Many answers scored 2 marks since they described how Ben would be better able to provide for his family if he had a well-paid job, allowing his partner to devote their time to caring for offspring. Learners who wrote about Ben providing for his partner (without reference to offspring) could not get credit.

It had been expected that learners would go on to describe the benefits that being well provided for and cared for would confer for the offspring, i.e. that they would be more likely to survive into adulthood themselves and pass on their genes to the next generation (see marking points in mark scheme). Few answers of this calibre were seen.

The answer below was awarded 2 marks. It describes the role of the male and his partner in terms of providing for (1) and caring for the family (1). Reference to Ben is made at the end, providing context:

- 7 Describe how evolutionary psychology could be a reason for Ben believing men should have well-paid jobs.

The women are thought to stay at home and care and nurture the babies/kids; make sure everyone is fed whereas the men were always out hunting or in this case working to earn money for the family to survive at home. So a well paid job is needed to earn enough money for the whole family.

(Total for Question 7 = 3 marks)

The answer below was awarded 1 mark for stating that the role of the male is to provide for the family (according to evolutionary psychology). The answer is contextualised to Ben.

- 7 Describe how evolutionary psychology could be a reason for Ben believing men should have well-paid jobs.

Evolution suggests that males had to be the breadwinner and the provider therefore had to go hunting for food to feed, therefore Ben believing he needs well paid job could come from an instinct to be a provider for family and it would help feed future family.

Question 8

Question 8 was the first of the extended open response questions on the paper. In this unit, such questions are equally weighted across the 3 assessment objects. Learners must demonstrate their knowledge of psychology (AO1), their ability to apply this knowledge to the scenario given (AO2), and their ability to give appropriate points of evaluation (AO3).

For AO1, learners were expected to give their knowledge of cognitive biases in the development of gender and their knowledge of gender schema theory. AO1 work was variable. Some learners gave a detailed description of the stages involved in gender development according to GST, whilst weaker responses made only general reference to schemas. Whilst some learners accurately explained the role

of confirmation bias in strengthening gender schemas, others referred more generally to biases, and the link to gender development was unclear.

For AO2, sustained reference to Ben throughout the answer was expected. Learners needed to review all the information provided about Ben and select that which could support the points they went on to make in their essay-writing (see mark scheme). Although learners did refer to Ben, this was often limited to suggestions about the ways he might have been treated whilst he was growing up, rather than making full use of information given on the paper.

For AO3 learners were expected to develop a logical discussion using the cognitive approach to explain Ben's gender. Research studies relating to confirmation bias, and limitations of GST were both relevant. Candidates were also credited for clear points of comparison with other approaches to gender, for instance explaining how another approach might better account for Ben's gender (see mark scheme).

The answer below was judged as top of level 2 and was awarded 6 marks. AO1 and AO2 were considered to fulfil the criteria for level 2 on the mark scheme. It was felt that there was some scope for further development of GST (so not level 3), and that linked reference to Ben was made consistently alongside the AO1 material given. The essay was also placed in level 2 for AO3 since studies were used appropriately and an albeit brief description of an alternative approach to understanding gender was given:

8 Discuss how the cognitive approach could help psychologists understand the formation of Ben's gender.

In your answer you should consider:

- Martin + Halverson

- the role of biases - ~~gender~~ → errors. Confirmation
- gender schema theory. -2+

One way the cognitive approach could understand Ben's gender is of the role of biases. Cognitive bias are ~~we~~ errors in which we process information. Ben would have used Confirmation bias, the idea that we only listen to things that support our own views, to observe gender norms. Such as Ben hangs around with boys who tell him how to act, ~~whereas~~ whereas his mother may say different but Ben used Confirmation bias to ignore her. A study by Martin and Halverson showed that children of 6 years old were more likely to remember gender consistent jobs such as a male builder, rather than a non-consistent job of a female firefighter. Proving we only process ~~go~~ information that confirms what we've ~~seen~~ known.

Another way is of the Gender Schema theory which states that from 2 years old we begin to process gender norms information. Schemas are a mental framework of ~~a~~ ~~sort~~ all the knowledge of a certain aspect of the world / thing. We use them to create ideas of the roles of genders, such as Ben has shown that we has created a schema of boys don't clean but do maths but also by viewing his sister has shown females do art and males do not. These help create Schema in ~~hands~~ Ben's mind that how boys should behave and act when together. This can link to Bartlett's study that showed that people recall memories by fitting them into their pre-existing schema. The war of the ghosts story, when re-told showed the story had been confabulated to fit peoples schemas. Proving that

we remember due to Schema Ben has created Schemas of genders and uses these to recall information and Stereotypes.

However there are many other approaches but like the learning approach that can help understand gender as well from observation and imitation to positive reinforcement of boys friends.

Weak answers were short and lacking in detail, or longer but basic and repetitive. Key assumptions of the cognitive approach were sometimes the focus for AO1 at the expense of more relevant information. Points made were not always well developed and there was frequent confusion with other psychological approaches to gender.

The answer that follows is short and the only creditworthy points are about inputting and storing information (since these imply cognition). There is no evidence that the learner understands gender schema theory and no coverage of cognitive biases as per the question. AO1 was therefore judged as weak level 1. There was no creditworthy reference to Ben for AO2 (his name is not enough, material about being excluded is vague) and no creditworthy AO3. The essay was therefore awarded 1 mark.

If the learner had presented their ideas on expectations of Ben / Ben being excluded as *alternatives* to the cognitive approach (they are social explanations) they would have been given AO3 credit. Without this clarification, the assumption is that the learner believes these concepts are 'cognitive'.

- 8** Discuss how the cognitive approach could help psychologists understand the formation of Ben's gender.

In your answer you should consider:

- the role of biases
- gender schema theory.

Ben may act in a certain way because he believes it is expected of him as a boy. If his brain has imputed certain stereotypes about gender then he is going to store that information and will want to act like it out of fear of being excluded.

Question 9

This was the first question in section B. Learners were asked to give a key assumption from the learning approach (see marking points in mark scheme). There was no expectation for the answer to be contextualised to Janet, however marks were awarded when a clear assumption from the learning approach could be found within a contextualised response.

The following are two examples of answers which achieved 1 mark. The first is a key assumption given in the specification. The second is an example of an alternative correct response:

- 9** Psychologists could use the learning approach to explain Janet's decisions.

Give **one** key assumption from the learning approach.

Behaviour is learnt through observation and imitation.

9 Psychologists could use the learning approach to explain Janet's decisions.

Give **one** key assumption from the learning approach.

Humans and animals learn in the same way.

Learners failed to score the mark when they incorrectly wrote about a key assumption from a different approach (often the social approach) or when they gave vague answers, as is the case below:

9 Psychologists could use the learning approach to explain Janet's decisions.

Give **one** key assumption from the learning approach.

Search

someone's behaviour can be influenced by another factor.

Question 10

Learners were required to demonstrate their knowledge of associative priming by selecting an appropriate example of it from the scenario. Learners were expected to give the answer 'coffee and cake' (see mark scheme); most did this. Some learners gave pre-learned examples of associative priming which were not found in the scenario (for example 'fish and chips'). Such answers were not creditworthy.

The answer below scored 1 mark:

10 Give **one** example of associative priming from the scenario.

Since the words The Coffee & Cake on the Posters.

Question 11

Learners were expected to explain (give reasons for) the effect of the free biscuit, using operant conditioning (see marking points in mark scheme). This question was accessible, and the full range of marks were awarded (0-3). Contextualisation was necessary and this was given in most responses. Learners frequently scored 2 marks. However, those who wrote about classical conditioning failed to score.

Below is an example of an answer which scored 3 marks. Notice that the learner has explained *why* the customers would return to the coffee shop (they expect to receive

further rewards / free biscuits in the future):

11 Describe, using operant conditioning, how the free biscuit will encourage people to visit the coffee shop more often.

Operant conditioning means to learn by consequences. In this case, the free biscuit will encourage people to return using positive reinforcement. If Janet gives free biscuits out after a hot drink is bought, the customer will see it as a reward or 'positive reinforcement', and then feel encouraged to return. If a free biscuit is offered every time you buy a hot drink, you will associate that with the nice reward, repeating the behaviour in order to ~~get~~ get it again.
(Total for Question 11 = 3 marks)

The answer below scored 0 marks. The response is vague and makes no reference to any aspect of operant conditioning. It simply repeats what is already known:

11 Describe, using operant conditioning, how the free biscuit will encourage people to visit the coffee shop more often.

People are getting something out of it. They go into the shop and buy a coffee and get something out of it for free.

Question 12

Learners found question 12 difficult. The question was intended to test the application of knowledge of classical conditioning. The expectation was for learners to explain the stages of associating the cakes with a reduction in price using the appropriate terminology (see marking points in mark scheme). Whilst a few candidates attempted this, rarely did they score the full number of marks available; instead responses of this kind were muddled, and markers could identify 1 or sometimes 2 marks within them. Many learners scored 1 mark because they were able to make a correct, contextualised point about association.

The answer below was awarded 1 mark:

12 Describe, using classical conditioning, how reducing the price of cakes for the rest of the month will encourage people to buy more cakes.

Classical conditioning is learning by association. By reducing cake prices, people will associate the cakes with the price; ~~the~~ which will be cheaper. ~~the~~ This will lead them to come more often because they know the cake prices will be less.

(Total for Question 12 = 3 marks)

Question 13

This question required learners to state the meaning of a psychological term (social proof). Markers were looking for responses which explained that the views of others informed / confirmed one's own views (see marking points in mark scheme). Some learners were able to access this mark; however many used their general knowledge to guess the answer. Some incorrect responses were about conditioning.

The answer below scored 1 mark for a correct statement defining social proof:

13 State the meaning of social proof.

social proof is when people look at what other people believe and ^{say} in order to ^{confirm} ~~confirm~~ what they believe.

(Total for Question 13 = 1 mark)

Question 14

This question tested application of knowledge about social learning theory (see

marking points in mark scheme). The full range of marks were awarded here, many learners scored 2 of the 3 available marks. Such learners were usually awarded their marks for contextualised points about imitation and observation. Some more sophisticated answers about vicarious reinforcement scored 3 marks. Some low scoring answers were about conformity not SLT (markers 'picked out' information relevant to SLT in such responses).

The answer below scored 3 marks:

14 Explain, using social learning theory, **one** reason why sales of cakes have now improved.

Sales of cake would've improved because of vicarious reinforcement, this is when behaviour is learnt from observing a model and seeing the consequences of their actions. Customer would have seen Janets friends eating the cake and enjoy enjoying it so would want to get the same rewards by buying cake.

The answer below scored 1 mark for saying that people were seen eating cake (observation). The remainder of the answer is about conformity:

14 Explain, using social learning theory, **one** reason why sales of cakes have now improved.

When customers enter Janets cafe they will see many people eating the cakes from her cafe and so assume they are good and not wanting to be seen as seen as going against the norm will buy a cake. This is an example of NSI (normative social influence)

Question 15

Question 15 asked learners to explain one limitation of the Watson and Rayner (1920) study, testing AO3 understanding (see marking points in mark scheme). The full range of marks (0-3) were awarded. Many learners scored 2 marks by identifying a limitation for the study and gave a basic explanation of this was a limitation. Noteworthy errors included answers which just gave results or where about a different study. Some learners wrote about several limitations rather than 1; markers picked the best of these to credit. Ethical limitations were not always specified. Learners were not credited if they wrote that Little Albert did not provide consent, since consent could not be given by a baby (this would be provided by an adult on their behalf).

The following response was awarded 3 marks. The study lacked population validity (1) as there was only one baby (1) so the findings may not apply to a wider population who may have different characteristics (1):

15 Explain one limitation of the study by Watson and Raynor (1920), which conditioned 'Little Albert' to fear a white rat.

the limitation of this study was that it lacked population validity, ~~just because~~ with only one baby doing it and producing these results doesn't mean it will apply to the rest of the population who differ with age and other characteristics ~~uncompared~~ to Little Albert.

The response over the page was awarded 1 mark. There are two different limitations identified within the response, but neither is developed. This receives 1 mark for either of the two answers given.

15 Explain one limitation of the study by Watson and Raynor (1920), which conditioned 'Little Albert' to fear a white rat.

One limitation of the 'Little Albert' study by Watson and Raynor was ~~a~~ ~~the~~ that the study is not generalisable. This is because we now have a code of conduct in place, restricting this study to be ~~done~~ done on a wider scale as it does not minimise harm.

The answer below was awarded 0 marks since it gave results only:

15 Explain one limitation of the study by Watson and Raynor (1920), which conditioned 'Little Albert' to fear a white rat.

Everytime the rat was introduced to Albert a loud bang would be made so he ~~always~~ ~~everytime~~ ~~to~~ ~~scared~~ ~~him~~ ~~the~~ ~~loud~~ ~~noise~~ ~~with~~ ~~the~~ ~~rat~~.

Question 16:

Question 16 was the second of the extended open response questions on the paper. In this unit, such questions are equally weighted across the 3 assessment objects. Learners must demonstrate their knowledge of psychology (AO1), their ability to apply this knowledge to the scenario given (AO2), and their ability to give appropriate points of evaluation (AO3). This essay was challenging for many learners and work was frequently in level 1.

For AO1, learners were expected to give their knowledge of neuromarketing and scanning techniques. AO1 was the best achieving strand on the essay, although work on it was variable. Some learners gave a detailed description neuromarketing and could describe several different scanning techniques in some detail. Weaker responses made general and muddled references to improved sales and scanning. Many responses relied on brainwashing and subliminal messaging as if they were 'biological' – this is not correct (these concepts are covered in the cognitive approach to understanding consumer behaviour).

Learners should also note that scanning techniques cannot tell us what the brain is thinking, just the extent to which it is active.

For AO2, sustained reference to Janet's situation throughout the answer was expected (see mark scheme). Learners were expected to review all the information about Janet and her coffee shop and select that which could support the points they would go on to make in their essay-writing. Although many learners did refer to Janet, this was often limited to simple statements such as 'this will help Janet to make more sales'.

For AO3 learners were expected to develop a logical discussion about how the biological approach could be used to help Janet. Work on this assessment objective was the weakest and was frequently absent. Candidates could have included relevant research studies and described practical issues surrounding the use of scanning equipment. Clear points of comparison with other approaches were creditworthy, for instance explaining that Janet could interview her customers to obtain their opinions about her shop (see mark scheme).

The response below was placed in level 2 and was awarded 4 marks. The definition of neuromarketing as is the reference to blood flow in relation to scans; AO1 was a solid level 2. There are some weak links about how the information gathered could be useful to Janet although these are over-stated and repetitive and so AO2 is level 1. There is a slightly confusing point about commercials not telling the truth, this was considered weak AO3, level 1. On balance it was felt that the essay met the criteria for the bottom of level 2:

Neuromarketing is using the study of the brain in order to meet customer expectations about a product or a service. They do this so they could see what area of the brain has more ^{blood} flow, which could show interest, ~~excitement~~ ^{excitement}, and decision making on why they would buy that product or service, while they are watching adverts. This would help Janet as she could see what makes people decide on why they want to buy cakes and not buy cakes. And she can focus on things that make people want to have cake as this would improve her sales as she would target the cakes at exactly what the customer would want. A disadvantage of using neuromarketing ^{is} ~~as~~ advertising ~~techniques~~ can consist of information that is not even true, but is only put in to attract customers so they buy the product, even though they don't know the true ^{nature} ~~nature~~ of it.

Scanning techniques are when scans are taken of the brain to show what part of the brain leads to a person making their decision on buying a product or service. This would show what areas of the brain need to be targeted in order for them to buy what they have to offer. If Janet does this, this would help her figure out what people want to see and hear, so she can put up adverts of what people expect and want. This would increase the sales of her cakes as she is meeting customer standards and expectations.

Both, of these neuromarketing and scanning techniques, would help Janet since she is a owner of a coffee shop and if it works for 200 other coffee shops it would work for her and make her business successful. So the biological approach could help Janet.

The following response was placed in level 1 and was awarded 1 mark. The only assessment objective covered in this response is AO1. There is a brief introduction about neuromarketing followed by some muddled material about EEG and fMRI. The point made about EEG showing specific areas of activity is incorrect since EEG produces a generalised picture of activity across the brain. The learner has overstated the capabilities of scanning technologies.

16 Discuss how the biological approach could be used to help Janet.

Your answer should consider:

- neuromarketing
- scanning techniques.

FMRI
EEG

In neuromarketing, we can use different techniques to analyse the activity of the brain in different situations.

An FMRI machine scans the brain using a geodetic? net also known as a skull cap. This machine measures where and how brain activity has increased and decreased. This can

tell doctors what things make someone happy, scared, sad etc.

An EEG scans the brain which electrical pulses to see where most brain activity lies.

Using these methods can help doctors figure out which parts of someone's brain are more active than other parts. This also allows

people to see which parts of someone's brain function more

and which parts are used more without the person knowing why potentially.

Question 17:

This was the first question in section C. Learners were asked to give an appropriate psychological concept from the cognitive approach to explain behaviour given in the scenario. The most appropriate response here was 'priming' (see marking points in scheme) and many learners gave this. Some learners had expected to see an assumptions question at the beginning of this section; often assumptions were given as answers and scored 0 marks. Learners are reminded to read questions carefully and answer accordingly. Other learners gave concepts from different psychological approaches which also scored 0 marks.

The answer over the page scored 1 mark:

17 Some people believe that playing a violent video game before the robbery may have caused the man to commit the crime.

Give **one** concept from the cognitive approach to understanding aggression that could support this belief.

Aggression can be primed and make you commit aggressive acts. This is the concept of cognitive priming.

The following answer gave an assumption from the cognitive approach and scored 0 marks:

Give **one** concept from the cognitive approach to understanding aggression that could support this belief.

The Computer Analogy (sensory input → brain → emotional output)

Question 18

This question tested learner's knowledge of fundamental attribution error. Two marks were allocated since this seemingly simple term is rather complex to describe. The question was accessible for some learners who were able to give very clear descriptions demonstrating careful learning and excellent quality of expression. Others described different terms or suggested a meaning in keeping with the scenario around which the section was based. Such answers received 0 marks. Some learners gave examples which clarified an otherwise unclear answers and this enabled them to access marks. See the mark scheme for marking points, and the additional points

below for further guidance:

- Attributions for others' problems: overemphasise the dispositional, underemphasise the situational (2)
- Attributions for own problems: - overemphasise the situational, underemphasise the dispositional (2)
- Attributions for our own successes: overemphasise the dispositional, underemphasise the situational (2)
- Attributions for other's successes: overemphasise the situational, underemphasize the dispositional (2)

The answer over the page was awarded 2 marks. The learner has compared the nature of self-attributions with attributions for others. The example illustrates the points made:

18 Describe what psychologists mean by fundamental attribution error.

Fundamental attribution error is when people under-emphasise the cause of their actions but over-emphasise somebody elses. ~~For~~ For example, if someone tripped up thy would blame the floor or rock however they would blame the person that tripped up if it wasn't them tripping up. (Total for Question 18 = 2 marks)

The answer below was awarded 1 mark. They attribute the behaviour of others to (innate) personality. There is nothing additional about either ignoring situational factors or how we attribute our own behaviours, in this case the example does not give extra information.

18 Describe what psychologists mean by fundamental attribution error.

When a person bases someone's behavior on their personality and characteristics. For example if someone was usually aggressive, people would think that any issue involving them would be caused always caused by the aggressive person.

(Total for Question 18 = 2 marks)

Question 19

Six-mark questions such as this can attract up to 3 marks for each concept given in the answer. The question asks for two concepts from reconstructive memory to be used to explain why eyewitness descriptions may not have been accurate. It was expected that candidates would use knowledge of confabulation, shortening and rationalization in their responses (see marking points in mark scheme). The use of each concept required contextualisation to the scenario. Learners were expected to reference the eyewitnesses / their descriptions in both parts of their answer. It is noteworthy that responses to this question were less likely to be contextualised compared to other questions on the paper and so some learners lost several marks due to this.

The response over the page scored 6 marks. Two suitable concepts from reconstructive memory are given (1+1) knowledge about each kind is given (1+1). Both parts of the answer are contextualised, this contextualisation is worth a mark in each part of the answer (1+1)

19 Explain why eyewitness descriptions of the violent robbery may not have been accurate. Use **two** concepts from reconstructive memory in your answer.

Concept 1: *Rationalisation*. The eye witnesses may have only remembered details which fit their current schemas. For example the man may have not been wearing a balaclava but the witness might have said he was because typically robbers wear balaclavas.

Concept 2: *Shattering*. The witnesses may have shattered their stories by leaving out small details and only remembering things briefly. For example leaving out details of how he entered the property.

The answer below scored 2 marks. Only one concept from reconstructive memory is given (confabulation – 1 mark). The learner understands that this is ‘filling in the gaps’ (1). The answer is contextualised, however the contextual point made is not specific enough for credit itself – a little further information here would have scored an additional mark.

19 Explain why eyewitness descriptions of the violent robbery may not have been accurate. Use **two** concepts from reconstructive memory in your answer.

Concept 1: *Confabulation*. This when memory is distorted as we insert things from our pre-existing knowledge to fill in the gaps. The eye witnesses may attribute common stereotypes about a robber in their eye witness testimony.

Question 20

Question 20 asked learners to explain how genetics could account for the man’s

aggressive behaviour (see marking points on mark scheme). The full range of marks were awarded for this question (0-3). Most learners scored 1 or 2 marks. Many learners could write about MAOA and CDH13 - specific genes which are linked to aggression. These were accepted although answers which referred to 'variants' of these genes (or similar) were more accurate. It was unusual to see reference to a link between genes and neurochemistry (see marking point on mark scheme).

Learners were expected to contextualise their answers and could make use of information provided in the scenario in the construction of their answer (for instance, knowledge about the man's family suggestive inheritance of aggression behaviour).

Learners who wrote that the aggression was passed down / passed on needed to be specific, e.g. aggression is passed on *from the man's parents*. Marks were not awarded for other biological explanations in the absence of a discussion about genes. Some learners explained how a tendency for aggression could have been learnt from family members, this was not creditworthy.

The answer over the page scored 2 marks. The learner has chosen to write about the MAOA gene (1), although reference to a *variant* of this gene would have been preferred. They have gone on to suggest that this gene is passed down from the parents (1):

20 Explain how genetics could be a reason for the man's aggressive behaviour.

Hormones MAOA gene or the warrior gene can explain the reason as this is a reason why people are aggressive. The MAOA gene is passed inherited from your parents and therefore can make you aggressive.

The answer over the page scored 0 marks. Although the learner has referred to a biological explanation, no explicit link to genetics is made (as per the question). Answers like this were common.

20 Explain how genetics could be a reason for the man's aggressive behaviour.

A man may be born with higher levels of testosterone, therefore making him more likely to be aggressive as testosterone is associated with aggression. More testosterone means more aggressive.

Question 21

The penultimate question on the paper required learners to explain one strength of the Harlow (1868) study of Phineas Gage. The question tested AO3 understanding (see marking points on mark scheme). The full range of marks (0-3) were awarded, although many learners scored 2 marks because they identified a strength of the study and gave a basic explanation of this. Noteworthy errors included answers which just gave results or were about a different study (some learners about wrote about the recent Damasio study which revisited Phineas Gage's case). A common answer seen were that Harlow was 'ahead of his time' in demonstrating a link between brain and behaviour.

The answer below scored 2 marks. It identifies high ecological validity as a strength (1) and explains how this was achieved (1):

21 Explain **one** strength of the case study of Phineas Gage (Harlow, 1868).

One strength of this case study is that it has an extremely high ecological validity. This is because the situation was in no way manipulated, it happened outside of a lab and was an accident. There were only studies on Phineas Gage after the incident, as it was not known that this would happen.

The answer over the page scored 0 marks. It incorrectly describes the study as a lab experiment and so incorrectly says that the research could be repeated.

21 Explain one strength of the case study of Phineas Gage (Harlow, 1868).

It is reliable as a systematic procedure and was a lab experiment which means that other scientists could follow / repeat his experiment due to it having high control over variables and being a systematic procedure.

Question 22

The final question on the paper was also the last of the 9-mark extended open response questions. In this unit, such questions are equally weighted across the 3 assessment objects. Learners must demonstrate their knowledge of psychology (AO1), their ability to apply this knowledge to the scenario given (AO2), and their ability to give appropriate points of evaluation (AO3).

For AO1, learners were expected to give their knowledge of the effects of social / group norms and stereotypes on the development of aggressive behaviour. AO1 was the best achieving strand on the essay. AO1 work on this essay was generally better than that observed in the other two essays. Some learners could write at length about the effects of these two social concepts on aggression. It was also less common to see material from the wrong approach being used as AO1 in this essay.

For AO2, sustained reference to the man's circumstances as given throughout the section was required (see mark scheme). Learners were expected to review all the information given about the man in the section and select that which could support the points they would go on to make in their essay-writing. Some learners did this rather well for example, by discussing the negative implications of the stereotype for the man (such as self-fulfilling prophecy) and his need to fit in to the criminal social groups around him. The extent to which this commentary was sustained without being repetitive separated out answers of different levels.

For AO3 learners were expected to develop a logical discussion about the extent to which the social approach could be used to explain the man's aggression (see mark scheme). Candidates could have included relevant research studies (such as

Haney, Banks and Zimbardo, 1971) Clear points of comparison with other approaches were creditworthy, for instance explaining that the man may have been positively reinforced to behave aggressively if he was praised by his peers.

The answer below scored 6 marks and was considered a very good level 2 answer. A range of AO1 points were made although it was felt the detail of these could have been greater. AO2 points made were considered to link well to the rest of the work, except for the final point at the end of the essay which required additional AO2 material. AO3 work included the use of a relevant study and a counterpoint was made, but it was felt that this represented a slightly narrow range of points. Each AO was judged as strong example of work in level 2.

22 Discuss social explanations for the man's aggression.

Your answer should consider:

- social / group norms
- stereotypes.

Key
stereotypes → *gangs* → *certain* → *into*

Because the social approach can explain the man's aggressive behaviour, one explanation is ~~stereotypes~~ stereotypes. Stereotypes are typical characteristics of certain groups. This can explain aggression as people believe certain people are more aggressive than others. People feel the need to live up to these expectations and conform to these stereotypes. For example the man's family has been involved in a lot of crime. Therefore people may

have stereotyped him so he will be no
funny so treat him in a poor way.
The man may conform with his
funny due to these stereotypes. He may
conform due to identification (connection
he feels with them) because the
stereotypes mean people judge him
before they meet him so wants to fit in.

Evidence for this explanation is
Zimbardo and his Stanford prison
experiment. Prisoners rebelled and
showed aggressive behavior because
that was what is how a stereotypical
prisoner would have behaved. He Goods
also identified ^{with} their role by having power
over the prisoners and treating badly.

How the social approach may is not
the only explanation for aggressive
behavior is Aggression can be
biologically determined. Evidence
for this is phineas Gage where a p. von
bar went through his frontal lobe. After
the accident he became
aggressive. (Total for Question 22 = 9 marks)

The response over the page was awarded 2 marks. Only AO1 content was given. Had the point about reward been given as an alternative explanation from the learning approach, AO3 credit would have been given. Overall, the essay was slightly better than AO1 L1, and so 2 marks were awarded:

In society, men are considered as more independent and more aggressive than women.

If a man is out in public with other males, usually there is an unknown competition between them such as who is more manly etc.

The men will be more accepted and rewarded if they start a fight and win or punch someone randomly.

This can make a male feel proud and accepted in the group as it is considered a social and gender normality.

° Stereotypically, men are seen as physically aggressive and women are verbally aggressive. Because men are stereotyped in this way not many people are surprised if a man acts in the way they're stereotyped to. Men ~~are~~ have always been considered as violent and so many men will conform to that ~~people~~ behaviour without realising they are acting how a man stereotypically should.

Summary

Based on the performances observed on this paper, learners should consider the following when preparing for the examination. Adherence to these points will help them to be awarded more marks. You are advised to share these points with learners:

- **Make sure you have learnt which material (key assumptions, concepts, studies and evaluation points) belong with each approach to psychology.** In the examination, read questions carefully to establish which approach to psychology is needed in your answer. Using the wrong approach will prevent you from scoring marks. Similarly, learn the difference between key assumptions and concepts within approaches and use them appropriately in your answer.
- **Be prepared to give terms or their meanings in the examination.** Marks can only be awarded when this is done clearly and accurately. Compiling a glossary of terms for each approach will help you – use the specification as a guide. When giving the meanings of terms, avoid repeating the term itself in your definition – examiners cannot tell if you understand a term if this is how you answer the question.
- **Sometimes questions will ask you to use a study to explain a behaviour from the scenario.** You will need to explicitly explain the behaviour in the scenario, not simply describe the study. You will also need to select the most appropriate material from the study to use in your answer, this is likely to include the findings. Be accurate and precise when you use material from studies (look at the answers selected for question 3 in this report to exemplify these points).
- **In ‘describe’ questions you should give linked points.** In answers for these you need to focus on making your answer flow. Each point should logically follow the point before it (question 7 on this paper is an example of this). Specifically, for questions about evolution think about how the behaviour you have described will go on to help future generations survive to adulthood and be able to reproduce themselves.
- **Answering 9-mark questions.** There are several points to consider here. Also look at the detailed feedback given for each of the 9-mark questions on this paper:
 - Before you attempt a 9-mark question, re-read all the information in the scenario for the section. The scenarios are carefully written so that you can include enough AO2 material in your answer to achieve level 3.

- Plan your answers so that you give equal coverage of all 3 assessment objectives. There are three marks available for each AO. If one AO is weak or absent in your work, this will mean fewer marks are awarded overall. When you practice writing 9-mark answers in class or at home, you could highlight where you have attempted each AO using different colours. This will help you to judge for yourself if you have covered each one properly.
 - Your AO1 needs to be accurate and detailed. For instance, in question 8 on this paper, learners needed to describe gender schema theory. This is a complete theory of gender and required more than a brief outline of what a schema is.
 - Your AO3 can contain strengths and weaknesses of the theories you have described and studies to support and challenge them. You can use material from other approaches; however, you must make it clear why you are including it (i.e. as alternative / better explanation of the behaviour you have been asked to write about). This is so the examiner doesn't think you are merely confusing approaches.
- **If the question asks for an example to be given from the scenario, do not give a pre-learned example instead.** Some learners made this error when they answered question 10 on this paper.
 - **Short questions sometimes ask you to give an explanation using a named theory.** You must use the specified theory in your answer in order to achieve marks. In your preparation, check that you are aware which theory is which, particularly those which sound similar (for example, that you know which is which between classical and operant conditioning).
 - **In this course, social learning theory is considered a concept from the learning approach.** You should not be writing about social learning theory if the question is asking you about a concept from the social approach. Concepts from the social approach include conformity and stereotypes.
 - **Sometimes questions ask you to explain a strength or a limitation of a study.** If you just describe the study (for example, you write about the results) you will not score marks. Examiners are looking to see that you can give a strength or a limitation and explain it. Answers which identify 'ethics' as a strength / limitation are too vague and will not get marks. You must identify a specific ethical point to write about.
 - **Try to maintain your focus throughout the examination.** Examiners noticed that towards the end of the paper (for example on question 19 on this paper), learners

who had previously contextualised their answers when asked forgot to do this. It is just as important to read questions carefully when you are working on the last section as it is at the start of the paper, if you are to achieve the marks you deserve.

Centres are reminded that there are two sets of sample assessment materials (SAMs) available for this unit available online, along with papers and mark schemes from previous series. These can and should be used in the preparation of learners for the examination.



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