



Examiners' Report Lead Examiner Feedback

January 2021

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

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Introduction

Unit 1: Psychological Approaches and Applications is a compulsory, externally examined component for both BTEC Level 3 Certificate in Applied Psychology and BTEC Level 3 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 third external examination for the unit and the second taken in a January series. Almost all 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 some responses relied on learner's general knowledge, many gave answers grounded in psychological knowledge and understanding, and used subject specific terminology accurately. The mixture of quality seen both across and within individual scripts led to a wide range of marks being awarded.

It was good to see so many learners making good attempts to apply their knowledge to the vocational contexts given to them. Although this was much more noticeable in the short and medium responses than in the longer extended open responses.

In common with previous examination series, 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, those questions requiring

evaluation, specifically the evaluation of concepts were more challenging for learners. The 9-mark questions requiring extended open responses were considerably more challenging for many where the expected level of accuracy, precision and detail needed in the responses was often not provided. In extended open responses, 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.

It was good to see evidence of time management across learners with the final extended open response being answered with similar success to the other two questions appearing earlier in the paper. Previous reports on the examination have highlighted a lack of focus throughout the exam with examiners noticing less contextualisation in later responses where it had been previously used. It is pleasing to see that this was less noticeable in this examination.

Learner responses 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 required to give one key assumption of the cognitive approach (refer to indicative content in mark scheme). There was no expectation for the answer to be contextualised, however marks were awarded when a clear assumption from the cognitive approach could be found within a contextualised response.

Many learners gave clear and accurate responses such as the response below which achieved 1 mark.

1 Give **one** key assumption of the cognitive approach.

one assumption is that how we behave is a product of how we process information.

(Total for Question 1 = 1 mark)

Fewer learners continue to state 'the computer analogy' or say 'the brain is like a computer' rather than refer to working / functioning / processing. Some learners still state concepts rather than assumptions. Such responses are uncreditworthy.

The following response achieved 0 marks.

1 Give **one** key assumption of the cognitive approach.

The computer analogy analogy

(Total for Question 1 = 1 mark)

Question 2

Almost all learners achieved 1 mark for giving an example of confabulation by lifting the information from the scenario. A one-word answer that identified the addition of 'chips' or 'cream' was sufficient to achieve credit. Some learners tried to explain/paraphrase the scenario which resulted in them missing the mark.

Both responses below achieved 1 mark.

2 Give **one** example of confabulation from the scenario.

George repeating what they are eating in the afternoon
to another resident but adding in 'cream'

(Total for Question 2 = 1 mark)

2 Give **one** example of confabulation from the scenario.

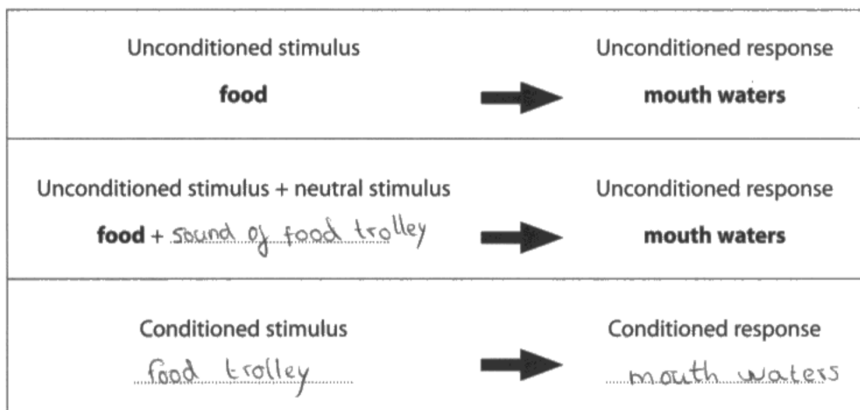
George puts the strawberries and cream together

(Total for Question 2 = 1 mark)

Question 3

Learners were required to complete the diagram by identifying the missing information pertaining to the process of classical conditioning. Asking the question in this way was much more accessible, allowing learners to organise their thoughts and be clearer in their answer, whilst still differentiating. Stating 'trolley' was sufficient to be awarded marks as shown in the following response which achieved 3 marks.

- 3 Complete the diagram to explain why George's mouth begins to water when he hears the sound of the food trolley.



(Total for Question 3 = 3 marks)

Question 4

This question required learners to provide a contextualised response using Skinner to support their answer on the effect of using stickers as a form of positive reinforcement. The question was generally well answered with many learners achieving 2 and 3 marks.

The response below achieved 3 marks.

Residents at the home are given stickers when they carry out chores, such as making their beds and clearing away their plates. Skinner (1932) studied the effect of consequences on the rate of formation of a conditioned reflex.

- 4 Explain, using Skinner (1932), the effect that receiving stickers will have on the behaviour of the residents.

Using stickers to reward good behaviour can be correlated with Skinner (1932) through the use of positive priming. In Skinner's study the rats were rewarded with a food pellet when they expressed the behaviour that he wanted, this encouraged the rats to repeat this behaviour so they got more food. The residents will therefore repeat the rewarded behaviour so they get stickers. (Total for Question 4 = 3 marks)

Some responses confused classical and operant conditioning, some referred to negative reinforcement which did not support the context of the question. Some, like the example below, failed to include Skinner in their answer limiting their marks to 1.

- 4 Explain, using Skinner (1932), the effect that receiving stickers will have on the behaviour of the residents.

When they receive the stickers it'll have a positive reinforcement when they carry out their chores. Therefore, them doing chores they know it'll have a positive outcome.

(Total for Question 4 = 3 marks)

Question 5

This question required learners to explain one limitation of using conditioning to understand gender. Many learners find questions addressing AO3 challenging and thus many responses failed to show any understanding of evaluating a concept. This is shown in the following response which achieved 0 marks.

5 Explain **one** limitation of using conditioning to understand gender.

If a child is conditioned to be a certain gender, they may develop gender dysphoria which is when an individual is uncomfortable with their gender not matching their biological sex. If an individual feels like this they may form other mental health conditions.

(Total for Question 5 = 3 marks)

Learners who achieved full marks tended to identify or describe reductionism going on to explain how conditioning is reductionist using alternative theories to understand gender. This can be seen in the response below which achieved 3 marks.

Some psychologists think that gender can be understood using conditioning.

5 Explain **one** limitation of using conditioning to understand gender.

One limitation of using conditioning to understand gender is that it is not a full explanation. Evidence of this comes from the idea that gender can also be learned indirectly through observation and imitation of role models. This suggests that other factors such as the social learning theory need to be used in order to be a full explanation. (Total for Question 5 = 3 marks)

Question 6

This question required learners to show an understanding of the effect of testosterone on two points during male development. Many learners showed some understanding of the effects of testosterone, but fewer could accurately link this to stages in the male's development. The mark scheme allowed for physical effects of testosterone as well as masculine traits and thus many learners were able to achieve partial marks. The response below achieved 2 marks (one for each effect of testosterone).

6 Explain the effects of testosterone on George's gender at **two** points during his development.

1 It changes his physical ~~appearance~~ appearance e.g facial hair, deeper voice ect.

2 Testosterone also make him more aggressive and want to be in charge just like why he organised the cricker match to 'take charge'.

(Total for Question 6 = 4 marks)

Those learners achieving full marks, often identified pre-birth and puberty as the points in the male's development linking these to the development of the penis and appropriate male traits such as aggression.

The following response achieved 3 marks (2 marks for the first response and 1 mark for the second as no effect of testosterone was given).

6 Explain the effects of testosterone on George's gender at **two** points during his development.

1 during puberty. Men especially have a high increase of testosterone during Puberty. Biological approach believes this influences masculine ~~gender~~ behaviour. It is also seen as the aggression hormone.

2 before birth. ~~George was~~ When George was in the womb developing into a male, he was given the testosterone hormone to determine his gender. It is alot higher in Men than Women.

(Total for Question 6 = 4 marks)

Question 7

Q7 was the first of the extended open response questions on the paper. In this unit, such questions are equally weighted across the 3 assessment objectives. 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/ bottom of level 2.

For AO1, learners were expected to give their knowledge of how the social approach, (peer influences and conformity to gender roles), contributes to the understanding of a male's gender. Responses varied with those focusing on conformity, identification, internalisation, societal expectation (norms) and the effects of spending time within gender defined groups achieving higher marks. Many learners continue to confuse social learning with the social approach. This is incorrect and can only achieve credit if it is used as an alternative explanation (AO3).

For AO2, sustained reference to the male in the scenario was expected (see mark scheme). Learners were expected to review all the information and select that which could support the points they would go on to make in their response. Although many learners drew on some of the information provided, it was often used sparingly.

For AO3, learners were expected to develop a logical discussion about how the social approach contributes to the understanding of gender. Learners could have included relevant research studies and alternative approaches in their discussion. The absence of AO3 in many responses was notable, although some learners used their key studies as AO3 so answers including Asch and Haney et al. (1973) were seen.

The response below was placed in level 2 and achieved 4 marks. This learner demonstrated some accurate (isolated) knowledge throughout, with points made in context of the question. There is partial development of points, but with no AO3 this was judged to be bottom of level 2.

George grew up with a brother and a sister. As a boy, he spent a lot of time playing with toy cars with his brother. His sister played with her dolls instead. As a teenager, George often went to watch motor sports with his brother.

7 Discuss how the social approach contributes to the understanding of George's gender. In your answer you should consider:

- peer influences
- conformity to gender roles.

(9)

A social approach assumption states that our environment, peers, etc. all influence the way we act and behave. This would explain why George 'spent a lot of time playing with toy cars and watched motor sports'. This could all be explained through George's environment, peers and surroundings; his brother playing with cars and watching motor sport to which influenced how George behaved and acted.

Peer influences is when someone is influenced by a peer and acts like them so they ~~do~~ do not feel a sense of not 'fitting in'. In this scenario we are able to understand George's gender through his peer influence; his brother. George doesn't want to feel 'left out' so he participates in the same activities as his brother; playing with cars, motor sports.

Conformity to gender roles would also be an explanation to understanding George's gender. George conformed to his gender role and gender stereotype as he didn't want to feel left out or excluded; He conformed to the traditional 'masculine' sense of gender where boys are traditionally more interested in cars. He obtained these stereotypes from social influences (parents, siblings, TV/media). This is because on TV boys are presented with having traditional masculine qualities which George imitated as he didn't want to feel left out.

The response below was placed in level 1 and awarded 2 marks. AO1 is very limited and the learner has made limited links between theory and the scenario (AO2). There is also no AO3.

George grew up with a brother and a sister. As a boy, he spent a lot of time playing with toy cars with his brother. His sister played with her dolls instead. As a teenager, George often went to watch motor sports with his brother.

7 Discuss how the social approach contributes to the understanding of George's gender. In your answer you should consider:

- peer influences
- conformity to gender roles.

(9)

Social approach contributes to the understanding of George's behaviour for he for starters ^{George} ~~he~~ was influenced at a young age from his brother by playing with toy cars. so therefore he as a teenager George continued to do this with his brother as he is ~~is~~ has conformed to this gender. In society boys are seen to be the gender that plays with toy cars and like the colour blue and guns to like dais and like the colour pink.

are seen to be the gender that plays with toy cars and like the colour blue and guns to like dolls and like the colour pink. So therefore it is also stereotypical.

As George spent a lot of time with his brother his behaviour is linked to the fact that he grew up around boy things and George being conformed to this gender role basically leaves him in ~~format~~ 'normalised society' where he wouldn't be judged. Peer influence plays a huge role as he was not influenced by his sister at a young age and only his brother.

Question 8

Learners were required to give one key assumption of the social approach (refer to indicative content in mark scheme). There was no expectation for the answer to be contextualised to the source, however marks were awarded when a clear assumption from the social approach could be found within a contextualised response.

Many learners gave concepts from the social approach as opposed to an assumption, for example making reference to social categorisation; or they gave an assumption from an incorrect approach. Descriptions of social learning referring to observation and imitation were common; see example response below which was uncreditworthy.

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

behaviour is learnt in a social
Setting from observing and Repeating.

(Total for Question 8 = 1 mark)

Many learners gave clear and accurate responses such as the responses below which both achieved 1 mark.

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

Our behaviour is influenced by culture
and norms

(Total for Question 8 = 1 mark)

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

One assumption is that our behaviour is influenced by the presence of others.

(Total for Question 8 = 1 mark)

Question 9

This question required learners to list two examples of social categorisation from the scenario. Almost all learners were able to do this successfully achieving 2 marks, for example.

9 Give **two** examples of social categorisation from the scenario.

- 1 young people and festive gear are associated with each other and bright colours
- 2 Farmers are drawn to dark colours though it may not apply to all.

(Total for Question 9 = 2 marks)

Question 10

This question assessed knowledge of explanations of conformity whilst also requiring learners to contextualise their responses to the scenario. Many learners were able to identify Normative or Informational social influence (the former being the most frequently referred to) and contextualise their answer. The following response achieved 2 marks.

10 Explain why Jasmine also buys a pair of the brightly coloured wellies. You must use **one** explanation of conformity in your answer.

Jasmine bought bright coloured wellies because of Normative social influence this means she bought wellies in order to be like her friends so they wouldn't reject her

(Total for Question 10 = 2 marks)

Some learners merely mentioned conformity or identified types of conformity and whilst this itself was not creditworthy, they were able to achieve partial marks for contextualisation to the female from the scenario. The following response achieved partial marks (1).

10 Explain why Jasmine also buys a pair of the brightly coloured wellies. You must use **one** explanation of conformity in your answer.

Jasmine was the only one of her two friends to want to buy the black ones. She doesn't want to be the odd one out of the three so decides to conform with the majority of the group. She isn't conforming because she thinks it's right, she is conforming so she isn't the only one left out.

(Total for Question 10 = 2 marks)

Question 11(a)

This question asked learners to use the study by Harris, Bargh and Brownell (2009) to explain how watching an advert before entering the store could affect the behaviour of the shoppers. The full range of marks were awarded for this question (0-3). Many learners were able to achieve at least 1 mark for recognising that the shoppers would take more notice of the wellies leading to an increase in buying behaviour. Responses, such as the example given below, failed to use the study by Harris, Bargh and Brownell and so achieved 1 mark.

11 (a) Explain, using the study by Harris, Bargh and Brownell (2009), how watching the advert before entering the store could affect the behaviour of shoppers.

(3)

Since they watched the advert they are more likely to seek brightly coloured wellies. Harris, Bargh and Brownell's study showed that people react to ^{TV} advertisements positively since it is something that they normally experience. This ~~could~~ ^{could} result in ~~general~~ people buying colourful wellies.

Some learners confused the adult and child study. Whilst the question did not specify so either could be referred to, where errors were made, this impacted on marks awarded. Learners who were able to use the study accurately to support their answers achieved additional marks. Many learners utilised one finding from the study which was sufficient for 2 marks. See the response below for an example.

11 (a) Explain, using the study by Harris, Bargh and Brownell (2009), how watching the advert before entering the store could affect the behaviour of shoppers.

(3)

Has Harris' study they found watching food adverts you are primed to eat more food that day unknowingly. This can be shown with the wellies when going into the shop after seeing the advert, the shoppers are more likely to then purchase bright wellies because they were primed after just seeing it.

Full marks were awarded when learners developed their justification using Harris, Bargh and Brownell (2009). The following response describes the aim of the study as well as the findings and uses this to justify how watching the advert before entering the store could affect the behaviour of shoppers. This answer was awarded 3 marks.

11 (a) Explain, using the study by Harris, Bargh and Brownell (2009), how watching the advert before entering the store could affect the behaviour of shoppers.

(3)

In the Harris et al study they investigated the effects of priming on eating behaviours by measuring how much food was consumed when people watched a short film containing advertisement ~~a~~ ⁱⁿ food ~~ad~~ compared to one containing food ads. The findings showed that people who had watched clip with food ads ~~in~~ it consumed more food, as they'd been primed to do so. By advertising the bright wellies before people enter the shop ^{repeatedly} primes their schema so that the person buys the wellies!

Question 11(b)

This question required learners to evaluate the study by Harris, Bargh and Brownell (2009) in understanding the shopper's behaviour in the scenario provided. This is different from stand alone evaluation questions as it requires contextualisation to the scenario presented with the question. Many learners were able to find points of difference between the study and the scenario, although points were not always fully developed.

The following response recognises the artificial nature of the study and the limitation of applying this to explain the shopper's behaviour. The absence of using Harris, Bargh and Brownell (2009) to support their answer resulted in partial marks being awarded (1).

(b) Explain **one** limitation of using the study by Harris, Bargh and Brownell (2009) to understand the likely behaviour of the shoppers.

(3)

One limitation of the Harris et al study was a lack of realism as the study was held in an unordinary setting. This means that the study cannot fully explain the behaviour of shoppers as it wasn't tested in a realistic scenario.

(Total for Question 11 = 6 marks)

By contrast the following response uses the study to support and justify their limitation. This answer was awarded 3 marks.

(b) Explain **one** limitation of using the study by Harris, Bargh and Brownell (2009) to understand the likely behaviour of the shoppers.

(3)

One limitation would be that the 2009 study by Harris, Bargh and Brownell was based on food and food advertisements. The relationship between a person and shoes differs to that of a person and food, so the results may be different. Because the study was only done on food products, it is not generalisable to shoes or clothing products.

(Total for Question 11 = 6 marks)

Question 12

This question required learners to show an understanding of Social proof and the bandwagon effect and comment on how each concept could influence the sales. Whilst some excellent responses were seen, many learners confused the two concepts or referenced Informational and Normative social influence, rather than explaining the terms. The majority of learners could achieve partial marks for recognising that sale of the wellies would increase. This can be seen in the following response which achieved 2 marks.

12 Explain how social proof and the bandwagon effect could influence the number of pairs of wellies the company sells.

Social proof:

this is so people don't get want to be left out, so they would want to buy the wellies to fit in.

The bandwagon effect:

this is where people wants to be like and accepted by the group so buying the wellies makes them a part of the g. social group.

(Total for Question 12 = 4 marks)

The response below achieved 4 marks for accurately explaining the meaning of both terms and stating the effect these would have on sales.

12 Explain how social proof and the bandwagon effect could influence the number of pairs of wellies the company sells.

Social proof:

When people see a positive review, they assume it must be good as other people have enjoyed it and have been satisfied. It reassures them if others leave positive feedback. If a famous person says they're good, people will ^{buy} believe them due to their influence.

The bandwagon effect:

When a famous & campaigner is wearing the wellies, their followers may buy them as someone they look up to own them. That famous person may start a trend and cause people to want to join in on the trend and buy them.

(Total for Question 12 = 4 marks)

Question 13

Q13 was the second of the extended open response questions on the paper. In this unit, such questions are equally weighted across the 3 assessment objectives. 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 learning approach, specifically operant conditioning, and the role of celebrities in advertising. Some learners gave good descriptions of positive reinforcement and the principles of social learning theory. Weaker responses confused operant with classical conditioning or referred to concepts such as Social proof or the bandwagon effect as part of learning theories. This is incorrect (these are covered in the social approach). The use of alternative theories can only gain credit if presented as an alternative explanation (AO3).

For AO2, sustained reference to the footwear company making the wellies was expected (see mark scheme). Learners were expected to review all the information and select that which could support the points they would go on to make in their response. Although many learners drew on some of the information provided, it was often used sparingly.

For AO3, learners were expected to develop a logical discussion about how the learning approach could help psychologists understand buying behaviour. Learners could have included relevant research studies or real-life examples of the role of celebrities in advertising. A minority of learners chose studies from alternative approaches to support the learning approach and this was not creditworthy. However, clear points of comparison with other approaches were creditworthy, for instance discussing alternative explanations that could help psychologists understand the behaviour of buyers.

The response below was placed in level 2 and was awarded 6 marks. AO1 was accurate and detailed, specifically the description of social learning theory. AO2 is embedded throughout with some good links made. AO3 is present although limited and fairly superficial. Altogether this was judged to be top of level 2.

The company offers 20 per cent off the price of brightly coloured wellies for customers who bring in an old pair. Posters at bus-stops advertise this offer, featuring the famous environmental campaigner.

13 Discuss how the learning approach could help psychologists understand the behaviour of people buying brightly coloured wellies. In your answer you should consider:

- operant conditioning
- the role of celebrities in advertising. - SLT, vicarious reinforcement

(9)

~~When someone~~ Operant conditioning is learning from the consequences of your behaviour whether this is reinforcement or punishment. Having 20% off wellies ~~rewards~~ if you bring in an old pair can be seen as negative reinforcement - the removal of something undesirable which can increase the likelihood of this behaviour being repeated in the future. 20% off removes some of the money you have to pay which can feel rewarding - which is why you may buy a new pair as soon as you hear. Here's 20% off for bringing an old pair.

The role of the famous campaigner being in the poster for the wellies may also encourage people to buy them. This is called social learning. People who look up to him as a model may observe what he's doing. The observers may identify themselves with him especially if they share some features eg gender (some sex models). They will then imitate his behaviour and buy the wellies, hoping to be somewhat like him. This is all vicarious reinforcement as they're looking at his consequences and wanted to achieve the same. The observers would have done this in 4 steps called mediating cognitive factors. These include: Attentional process, retention process, motor-reproduction process and the motivational process. Bandura's studied social learning in his Bobo doll study, where children observed a model carrying out actions who they might've identified themselves with and then imitated those actions.

The following response was placed in level 1 and was awarded 3 marks. The learner demonstrated some knowledge of operant conditioning and was able to link this to some information provided in the scenario. There is no A03 and so this was judged to be a level 1 response.

The company offers 20 per cent off the price of brightly coloured wellies for customers who bring in an old pair. Posters at bus-stops advertise this offer, featuring the famous environmental campaigner.

13 Discuss how the learning approach could help psychologists understand the behaviour of people buying brightly coloured wellies. In your answer you should consider:

- operant conditioning
- the role of celebrities in advertising. - social influence

skinner
rewards priming

(9)

The learning approach could help psychologists understand the behaviour of people buying the wellies.

as

One way to understand the behaviour is operant conditioning, as the consumer being rewarded 20% off when they bring in an old pair is an example of positive reinforcement. The positive reinforcement would encourage a bandwagon effect, which may lead to customers repeating this behaviour so they get a reward. This is part of the learning approach as it ~~mea~~ shows how behaviour can be learnt through operant conditioning.

Another way the behaviour can be explained is through the role of celebrities within advertisements as it ~~mea~~ shows how celebrities can use their influence and power to persuade the behaviour of others.

Question 14

This question required learners to use the information provided in the scenario to identify the learning approach. Many learners were successful at doing so. Where errors were made, learners referred to incorrect approaches or paraphrased the scenario.

This response achieved 1 mark.

14 Give the approach to psychology for which this is a key assumption.

Learning Approach

(Total for Question 14 = 1 mark)

Question 15

This question required learners to lift two examples from the scenario that could be part the female's schema. Almost all learners were able to do this successfully; demonstrating an understanding of what a schema is. These responses achieved 2 marks.

15 Give two examples from the scenario that could be a part of Hannah's schema for parties.

1 Band playing music

2 Lots of balloons

(Total for Question 15 = 2 marks)

Question 16

This question produced a good range of responses including those pertaining to the self-fulfilling prophecy, stereotype threat and stereotype lift. Many learners were able to suggest an effect of the stereotype on the individual's feelings and explain how this may affect his decision to do/not to do the speech.

The following responses both achieved 2 marks:

16 Explain how stereotyping may affect Patryk's decision to give the speech.

Due to patryk's stutler he is negativitly sterotyped. This may affect his decsion to do the speech as he might feel be-littled or different. This will then cause him to not-do the speech because he is afraid of being judged due to what others tell him.

(Total for Question 16 = 2 marks)

16 Explain how stereotyping may affect Patryk's decision to give the speech.

steneotypes may affect Patryk's decision to give the speech in a negative way. This is because Patryk may believe the steneotype that his stutler may irritate people. This belief would prevent Patryk from doing the speech so that he can avoid ridicule.

(Total for Question 16 = 2 marks)

Question 17(a)

Learners were required to use their knowledge of Buss et al. to explain the man's upset at seeing a photo of his partner with another male. Most learners could achieve at least partial marks as they cited the man's jealousy of a presumed sexual/intimate relationship with no justification using Buss et al. Responses such as this were awarded 1 mark – see example response below.

17 (a) Explain, using the study by Buss et al. (1992), the most likely reason for Patryk becoming upset when he saw the photo.

(3)

he became upset because he was jealous. The most likely reason for him being upset would be ~~psychology~~ ^{psychology} ~~evolutionary~~ because as he may have thought hannah is having an affair and is cheating on him - we know they were in a serious relationship as they've just got married therefore must be extremely upset. -he doesn't want to have another man to have her - mentally cares.

Those learners who were able to justify the man's presumed sexual jealousy with Buss et al.'s findings and conclusions were awarded 2 and 3 marks accordingly. The responses below are examples of this.

2-mark response.

- 17 (a) Explain, using the study by Buss et al. (1992), the most likely reason for Patryk becoming upset when he saw the photo.

(3)
Buss et al found that men are more ~~upset~~ ^{jealous} about Sexual Situations and women are more jealous about emotional situations. once patryk saw the photo with the male friend he might've been upset at thought that they could've been sexual with each other.

3-mark response.

- 17 (a) Explain, using the study by Buss et al. (1992), the most likely reason for Patryk becoming upset when he saw the photo.

(3)
Buss et al found that men are more upset by physical relationships as they want to pass on their own DNA and wouldn't want to raise another man's child. This could be the reason Patryk got so upset with Hannah as he was worried she was cheating on him.

Question 17(b)

The full range of marks (0-3) were awarded for this question. Learners were asked to identify and justify an appropriate strength of Buss et al.'s study. Learners appear to find these stand-alone evaluation (AO3) questions challenging with some learners describing results or conclusions of the study which were uncreditworthy. Some learners cited generic evaluative points with no real understanding of how or why it is a strength of the study. The following response is an example of this and achieved 1 mark.

(b) Explain **one** strength of using the study by Buss et al. (1992) to understand sex differences in jealousy.

(3)

One strength is that it gives a good biological understanding as to why males experience higher levels of jealousy than females. It is high in reliability and is also very easy replicable.

Those learners referring to the use of physiological measures to collect objective data and real-life application often achieved higher marks.

The following response achieved 2 marks. The learner identified an appropriate strength (high validity) and offered some justification by referring to the use of physiological measures in addition to self-reports.

(b) Explain **one** strength of using the study by Buss et al. (1992) to understand sex differences in jealousy.

(3)

One strength of the study conducted by Buss et al is that Physiological measures were used as well as Self reports, so the validity of the study is much higher than others. This means it could be generalised across the general population because there wasn't as much demand characteristics and social desirability.

(Total for Question 17 = 6 marks)

The following response achieved 3 marks. The learner has identified an appropriate strength (reliability) and given good justification which goes beyond citing the use of physiological measures (pulse rate).

(b) Explain **one** strength of using the study by Buss et al. (1992) to understand sex differences in jealousy.

(3)

One strength of Buss et al's study is that it was done by measuring pulse rate, this gives us an accurate data set that could not have been ~~un~~ unreliable. This helps when talking about sex differences in jealousy because it can pulse rate scores for females and males, imagining a former partner with someone else, can be compared reliably. Higher pulse rates were recorded as ~~for~~ more jealousy and lower pulse rates were recorded as less jealousy. Also, these pulse rates can then be compared to evolutionary adaptation.

(Total for Question 17 = 6 marks)

Question 18

This was a well answered question. Where learners could not identify the appropriate cognitive explanations for aggression, they could describe them in context of the male in the scenario and achieve partial marks. The following response achieved 2 marks for doing this.

18 Explain, using the cognitive approach, **two** reasons for Marc's aggression.

Reason 1

Marc interpreted the other guest's behaviour as rude and therefore based his reaction and following behaviour off of this interpretation. This is based on the assumption that we behave according to how we process information.

Reason 2

Another reason for Marc's behaviour could be that he had just watched a boxing match therefore was predisposed to aggressive behaviour because he had just witnessed aggressive behaviour, and interpreted/processed the guest's behaviour as confrontational. (Total for Question 18 = 4 marks)

The following response achieved 4 marks for identifying both cognitive priming for aggression and hostile attribution bias and for the description of each in context of the male in the scenario.

^{HAB}
18 Explain, using the cognitive approach, **two** reasons for Marc's aggression.

Reason 1

Hostile attribution bias could've explained Marc's aggression because one of the other guests may have looked hostile to him therefore making it look like he wanted to pick a fight.

Reason 2

Priming could also explain Marc's aggression because he was watching a boxing match beforehand this could've increased the risk of him becoming aggressive.

Question 19

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 objectives. 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 biological approach as an explanation for aggression including the role of genes and neurochemistry. Some learners showed excellent knowledge of the MAOA-L variant; the CDH13 gene and the relationship between neurochemistry and aggression, although testosterone was most commonly discussed. Some learners wrote about neuroanatomy which was not directly asked for.

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 and select that which could support the points they would go on to make in their essay-writing. Some learners did this well for example, by discussing the role of observation and imitation in families, and the male's reactions to the guest who pushed in front of him. The extent to which this commentary was sustained without being repetitive separated out answers of different levels. For AO3, learners were required to develop a logical discussion about the extent to which the biological approach could be used to explain the man's aggression. This could be achieved through clear points of comparison with other approaches (nature/nurture), the inclusion of relevant research studies or methodological issues such as the correlational nature of the relationship between genes and aggression in which causation cannot be established.

The response below achieved 5 marks and was considered a good level 2 answer. A range of AO1 points were made which are mostly accurate and with some detail. AO2 points made were interrelated throughout the response but there was no AO3. Each assessment objective was judged as an example of work in mid-level 2.

Hannah claims that starting fights is typical of Patryk's relatives. She thinks that aggression must 'run in the family'.

19 Assess the biological approach as an explanation for Marc's aggression.

In your answer you should consider the roles of:

- genes
- neurochemistry.

(9)

Neurochemistry refers to the chemical reactions and impulses that go through our brain. Marc may have been identified with having the MAOA gene which is typically the cause of violent actions caused by people. The MAOA enzyme differentiates for any other as it causes a low 'mop up' of the brain chemicals serotonin and dopamin. This would

mean that there would be an under-produce of serotonin which automatically results in a over-produce in dopamin. An over-produce in dopamin is already scientifically proven to have an impact on someones behaviour (makes them aggressive).

Furthermore, pre historic times, men needed to be aggressive in order to survive and pass on their genes.

This could be an explanation for Marc's aggression as this prehistoric instinct ~~may~~ / characteristic may have been passed on through Potryk's family. This would explain why Hannah claims 'Fights is typical of Potryk's relatives' as the instinct to be aggressive helped their family survive and that it 'runs in the family'.

In conclusion, I believe that Marc's aggression is caused through genetic instincts as well as a chance Marc may possess the MAOA enzyme which slows the 'map up' of ~~sero~~ serotonin and dopamin.

The response below was considered a level 3 answer and achieved 7 marks. A range of AO1 points were made which were accurate and detailed. AO2 points were interrelated throughout the response and there is some AO3, although this could be further developed. Each assessment objective was judged as an example of work in bottom level 3.

Hannah claims that starting fights is typical of Patryk's relatives. She thinks that aggression must 'run in the family'.

19 Assess the biological approach as an explanation for Marc's aggression.

In your answer you should consider the roles of:

- genes
- neurochemistry.

Intro: bio approach assumptions

P1: Aggression - ~~genes~~ / neurochemistry - Buss explanation

P2: Evolution - genes

P2: ~~social~~ learning approach - S1 + link to Bandura

conclusion:

Best explanation

(9)

The biological approach assumes that behaviour is influenced by all physical make-up, such as all genes and neurochemistry. Furthermore, it assumes that all genes are a product of evolution. These factors can be used to explain Patryk's aggression.

Aggression can be explained by ~~all the genes~~ and neurochemistry, particularly the hormone testosterone. Testosterone is a masculinising hormone and it is associated with high levels of competitiveness. High levels of testosterone may run in the family of ^{Marc's} ~~Patryk's~~ relatives, which could explain their aggressive behaviour. As well as neurochemistry having an impact, genes also have a large impact on aggression. It has been scientifically evidenced that having too little of the MAO-A gene, ^{which plays} ~~can lead to~~ a role in the breakdown of serotonin and dopamine, can lead to high levels of aggression. This is because it can lead to an overabundance of these chemicals, and the brain's sensitivity can decrease towards them. Furthermore, ~~but~~ there are other genes associated with aggression that can be passed down generations due to evolution. This factor may also be used to explain why aggression may run in Marc's family. ~~The study conducted by Bruner et al can be used as evidence for this.~~

According to evolutionary theory, in pre-historic times, men and women were suited to different tasks and they passed on their genes in different ways. Men were suited to hunting whilst women were suited to caring for their

children. If a male was aggressive, this made them a much more attractive mate and this therefore increased their reproductive success - females were unable to hunt on this level put their reproductive success at risk, so having an aggressive male who could provide resources for them was useful. Therefore, males with the aggressive gene were much more likely to be able to pass down these genes through creating offspring. This evolution of aggression ^{and genes} can be used to explain why ~~there's~~ ^{aggression} runs in Mori's family. Furthermore, Blass et al's study can be used as evidence for evolution. ~~Participants~~ It was found that 50% of males were distressed by sexual infidelity rather than emotional infidelity - this is evidence of the idea that aggressive genes ~~are~~ are able to be passed down generation, and it can be used to explain Mori's aggression - the genes have been passed down through many generations.

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 learned which material (key assumptions, concepts, key studies and evaluation points) belong to each psychological approach.** In the examination, read questions carefully to establish which approach the question is referring to. Using the wrong approach will prevent you from achieving marks. Similarly, learn the difference between key assumptions and concepts within approaches and use them appropriately.
- **Practice how to use a study to explain a behaviour from a 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. Q4 in this paper is a good example. Learners often described negative reinforcement when the question expected positive reinforcement.
- **Lifting information from the scenario.** If the question asks for an example to be given from the scenario, do not give a pre-learned example, or paraphrase. Instead, lift directly from the information provided.
- **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.
- **Evaluating a study.** When giving a strength or limitation of a study avoid using generic evaluative points as this is too vague. Examiners are looking to see that you can justify your point to show knowledge of the study itself. Additionally, if you just describe a study, or for example, write about the findings or conclusions, you will not receive credit.
- **Stand-alone evaluation questions.** In this paper, learners found question 5 challenging. Practice evaluating concepts as well as studies. As with studies, avoid generic evaluative points. Demonstrate your knowledge by giving accurate and pertinent responses.

- **Key terms.** Avoid just identifying key terms (unless you are explicitly asked to do so). Rather, give the meaning to show you understand what they are.
- **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:
 - Pay attention to the information provided in the question. The question will always ask you to consider specific material. Make sure you refer to these in your answer. Whilst you may include additional material, failure to include all the bullet points will result in lost marks.
 - Using information provided to you. You are expected to make sustained links between the theory (AO1) and the information provided (AO2). Read all of the information available and select that which best illustrates the points you wish to make. Practice referring back to the information throughout your response to ensure you make good use of it.
 - Plan your answers so that you give equal coverage of all 3 assessment objectives. There are three marks available for each. If one assessment objective is weak or absent in your answer, this will result in fewer marks. This is particularly prevalent for AO3 in this paper. AO3 can contain both strengths and limitations of the theories you have described and studies to support and challenge them. When you use alternative theory from other approaches, make sure you make it clear why you are using it. Merely identifying an alternative does not demonstrate knowledge.
 - Time management. It was good to see evidence of time management in this paper with almost all learners answering the final question in similar detail to the other two extended open responses. Practice your time management by answering longer questions under timed conditions. Planning your answer before you begin writing will also help you to stay focused.

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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