Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

PSYCHOLOGY **9990/42**

Paper 4 Specialist Options: Application **February/March 2019**

1 hour 30 minutes

No Additional Materials are required.

3899410480

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

There is a choice of four specialist options in this question paper. You must answer questions from **two** specialist options.
Answer **two** questions in Section A.
Answer **one** question in Section B.
Answer **one** question in Section C.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **5** printed pages, **3** blank pages and **1** Insert.

DC (JM/SW) 164328/2
© UCLES 2019

Cambridge Assessment International Education

[Turn over

Section A

You must answer **two** questions from this section.
Answer all the parts for the two questions you choose.

Psychology and abnormality

1 Explanations of obsessive-compulsive disorder (OCD)

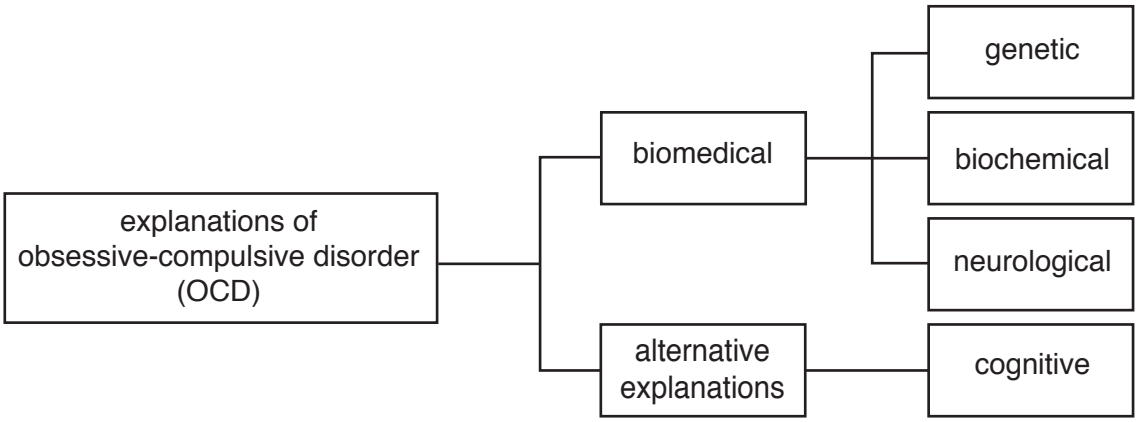


Fig. 1.1

(a) Outline **one** neurological explanation of obsessive-compulsive disorder (OCD). [2]

(b) Outline **one** genetic explanation of OCD and **one** bio*chemical* explanation of OCD. [4]

(c) Suggest **two** ways in which **one** bio*medical* explanation differs from cognitive explanations for OCD. [4]

(d) Discuss the strengths and weaknesses of the bio*medical* explanation of OCD. You should include a conclusion in your answer. [5]

Psychology and consumer behaviour

2 The study by Atalay et al. (2012) used several different ways to investigate which product on a shelf in a shop customers were more likely to choose.

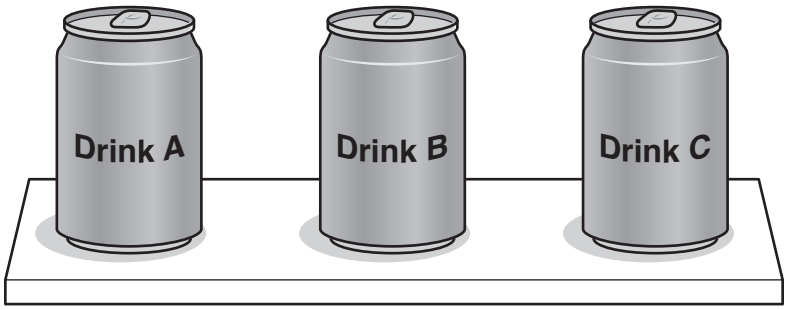


Fig. 2.1

(a) Explain what is meant by the term 'planogram'. [2]

(b) Outline **two** findings from this study. [4]

(c) Suggest how **each** of these findings is useful. [4]

(d) Discuss the advantages and disadvantages of using eye-tracking techniques to gather data on consumer behaviour. You should include a conclusion in your answer. [5]

© UCLES 2019

Psychology and health

3 The graph below is from the study by Yokley and Glenwick (1984) on the immunisation of pre-school children.

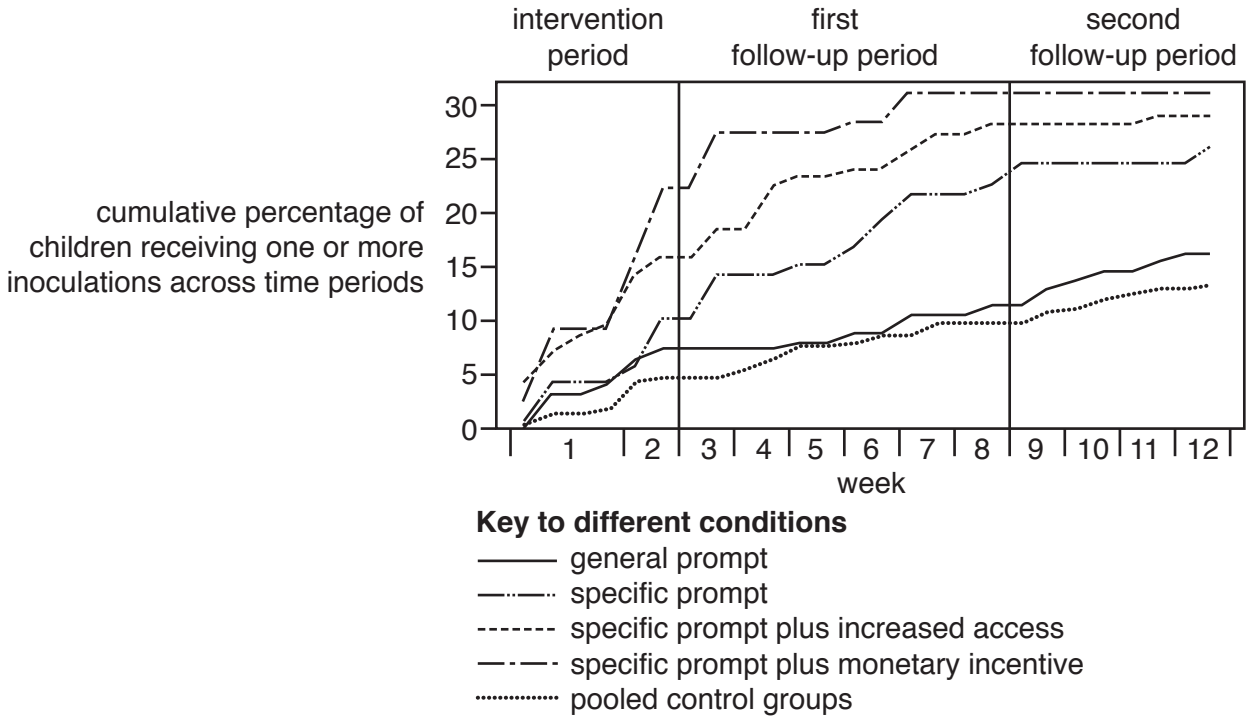


Fig. 3.1

(a) **(i)** Identify the condition in Fig. 3.1 which showed the **most** improvement in inoculation rate. [1]

(ii) Identify the condition in Fig. 3.1 which showed the **least** improvement in inoculation rate. [1]

(b) Give **two** differences between the information given to the 'general prompt' group and given to the 'specific prompt plus monetary incentive' group. [4]

(c) **(i)** Identify the **two** control groups in this study. [2]

(ii) Suggest why control groups were used in this study. [2]

(d) Discuss the advantages and disadvantages of providing information about health using postal (mailed) prompts. You should include a conclusion in your answer. [5]

Psychology and organisations

4 'I really lack motivation.
What I *need* is ERG: existence, relatedness and growth.'

(a) Explain what is meant by a 'need theory of motivation'. [2]

(b) Suggest **one** similarity and **one** difference between the need theories of Maslow and Alderfer. [4]

(c) Outline **one** theory of motivation, other than a need theory. [4]

(d) Discuss the advantages and disadvantages of using self-reports to gather data on need theories of motivation. You should include a conclusion in your answer. [5]

© UCLES 2019

Section B

You must answer **one** question from this section.

Psychology and abnormality

5 **(a)** Design a study using a questionnaire to investigate the characteristics of hoarding behaviour. [10]

(b) Explain the psychological and methodological evidence on which your study is based. [8]

Psychology and consumer behaviour

6 Three decision-making strategies are compensatory, non-compensatory or partially compensatory.

(a) Design a study to investigate which decision-making strategies people apply when buying a new mobile (cell) phone. [10]

(b) Explain the psychological and methodological evidence on which your study is based. [8]

Psychology and health

7 **(a)** Design a field experiment to investigate the effectiveness of a reward system to reduce the number of accidents in school science lessons. [10]

(b) Explain the psychological and methodological evidence on which your experiment is based. [8]

Psychology and organisations

8 One cognitive limitation/error in group decision-making is a ‘sin of commission’.

(a) Design a study using observation to investigate whether a group of managers makes a ‘sin of commission’ when making a group decision about buying new computers. [10]

(b) Explain the psychological and methodological evidence on which your study is based. [8]

© UCLES 2019

Section C

You must answer **one** question from this section.

Psychology and abnormality

9 *'A case study of a person with schizophrenia will reveal more about the disorder than any other method.'*

To what extent do you agree with this statement? Use examples of research you have studied to support your answer. [12]

Psychology and consumer behaviour

10 *'Wrapping a gift is irrelevant; it is what is inside that is important.'*

To what extent do you agree with this statement? Use examples of research you have studied to support your answer. [12]

Psychology and health

11 *'Providing information is the best way to promote health.'*

To what extent do you agree with this statement? Use examples of research you have studied to support your answer. [12]

Psychology and organisations

12 *'Belbin's team role inventory is not a psychometric test.'*

To what extent do you agree with this statement? Use examples of research you have studied to support your answer. [12]

© UCLES 2019

BLANK PAGE

© UCLES 2019

BLANK PAGE

© UCLES 2019

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

© UCLES 2019