Cambridge Assessment International Education

Cambridge International AS & A Level

PSYCHOLOGY **9990/42**

Paper 4 Specialist Options: Application **March 2021**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the March 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Each option has three questions:

Section A: (stimulus) Answer two questions from choice of four: (a)=2, (b)=4, (c)=4 & (d)=5 [15 total]
Section A: candidates answer two questions from a choice of four, based on the two specialist options they have studied. Each question is based on stimulus material and is divided into four parts. There are 2 marks for part (a), 4 marks for part (b), 4 marks for part (c) and 5 marks for part (d).

Section B: (design) Answer one question from choice of four: (a) = 10 marks, (b) = 8 marks [18 total]
Section B: candidates answer one design-based question from a choice of four, based on either of the two specialist options they have studied. The question is divided into two parts. There are 10 marks for part (a) and 8 marks for part (b).

Section C: (e) Answer one question from choice of four 12 marks. TOTAL MARKS = 60
Section C: candidates answer one essay question from a choice of four, based on either of the two specialist options they have studied. There are 12 marks for this question.

Questions will require candidates to consider approaches, research methods and issues and debates. The questions will be based on two topic areas (a, b, c, d, e) covered within the chosen specialist option. The two topic areas for each specialist option will be different to the two topic areas assessed in Paper 3.

In order to achieve the same standard across all questions in a Section, the same generic mark schemes are used for each option. These mark schemes are as follows.

<table>
<tr><th colspan="3">Section A: Stimulus (Generic response descriptor)</th></tr>
<tr><td>(a)</td><td>0–2</td><td>1 mark for basic answer e.g. identification.
1 mark for elaboration/example.</td></tr>
<tr><td>(b)</td><td>0–4</td><td rowspan="2">Questions have one or two requirements
If 1 mark for one aspect: [1 mark max] 1 mark for identification or statement.
If 2 marks for two aspects: [2 + 2 marks] 1 mark basic answer. 2 marks elaboration x2.
If 4 marks for one aspect: [4 marks] 1–2 marks basic answer. 3–4 marks detailed answer/elaboration.
Partial answers score half marks (i.e. 4 to 2 or 2 to 1)</td></tr>
<tr><td>(c)</td><td>0–4</td></tr>
<tr><td>(d)</td><td>0–5</td><td>Question requires discussion. Question always plural of each argument. Question always requires conclusion.
1 mark for each for/against argument (however detailed) up to 4 max. 1 mark for conclusion.
Note: If three (or more) arguments for one side, best two credited. If one side only, max 2 marks.</td></tr>
<tr><td>0</td><td>0</td><td>No response worthy of credit.</td></tr>
</table>

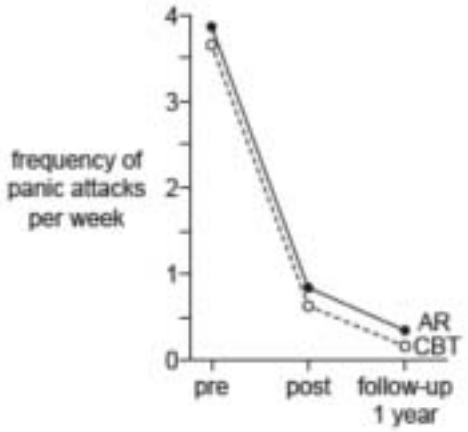
Section C: Essay/Evaluate (Generic response descriptor)		
Level	Marks	Level Descriptor
Note: Questions are always worded in the same way: 'to what extent do you agree with this statement? Use examples of research you have studied to support your answer'. However, the words 'research' must be taken in the widest sense: (i) different examples can be used from the same piece of research; (ii) examples from different pieces of research; (iii) examples from methodology, such as a specific method or technique; (iv) examples from methodological issues such as ethics, generalisations, quantitative/qualitative data; psychological versus physiological, etc. (v) examples of debates and issues such as reductionism & holism; individual & situational, etc.		
4	10–12	• **Both sides** of the argument are considered and are relevant to the question. • **Appropriate examples** are included which fully support both sides. • Discussion is **detailed** with **good understanding** and clear expression. • A conclusion is drawn with appropriate justification.
3	7–9	• **Both sides** of the argument are considered and are relevant to the question. They may be **imbalanced** in terms of quality or quantity. • **Some examples** are included, are appropriate and often support both sides. • The answer shows good discussion with reasonable understanding. • A basic conclusion is drawn with little or no justification
2	4–6	• Reasons are limited to **one side** of the argument. • **Limited** reference to **examples**, or **lack of detail**. • The answer shows **some understanding**. • There is no conclusion.
1	1–3	• Anecdotal discussion, **brief detail**, minimal relevance. Very **limited range**. • Discussion may be **inaccurate** or incomplete. • May evaluate topic area studies, making only indirect reference to the question.
0	0	• No response worthy of credit.

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Section B: Design a study question part (a) (Generic response descriptor)		
Level	Marks	Level Descriptor
4	9–10	• The design is appropriate to the named investigation and is based on thorough psychological knowledge. • The design is accurate, coherent and detailed, and it tests the proposed investigation competently. • Four or five design features are included. The features are clearly applied to the design throughout the answer and the candidate clearly understands the main features involved in designing an investigation. • The response has proposed an appropriate design, has applied a range of relevant methodological design features with competence and shown clear understanding.
3	7–8	• The design is appropriate to the named investigation and is based on good psychological knowledge. • The design is accurate, coherent and detailed, and it tests the propose investigation competently. • Two or three design features are included. The features are often applied to the design and the candidate shows good understanding in places. • The response has proposed an appropriate design, has applied some relevant methodological design features and has shown good understanding.
2	4–6	• The design is mostly appropriate to the named investigation and is based on psychological knowledge. • The design is mostly accurate, coherent and detailed in places and it tests the proposed investigation. • Design features are limited in their understanding.
1	1–3	• The design may not be appropriate to the named investigation and use of terminology is sparse or absent. Basic psychological understanding is shown. • The design lacks coherence and is limited in understanding. • One or two appropriate design features are identified but incorrectly applied. The response lacks detail.
0	0	• No response worthy of credit.

Section B: Explain a study question part (b) (Generic response descriptor)		
Level	Marks	Level Descriptor
3	6–8	• Quality and depth of explanation is thorough. • Description of knowledge is accurate, coherent and detailed. • Use of terms is accurate and use of psychological terminology is comprehensive. • Understanding of methodology (such as elaboration, use of example, quality of description) is very good. • The design is effectively explained in relation to the topic area. • There is a balance of methodology and topic area/relevant study knowledge.
2	4–5	• Quality of explanation and depth of explanation is competent. • Description of knowledge is mainly accurate, coherent and reasonably detailed. • Use of terms is mainly accurate and use of psychological terminology is competent. • Understanding of methodology (such as elaboration, use of example, quality of description) is good. • The design is adequately explained in relation to the topic area. • There is an imbalance of methodology and topic area/relevant study knowledge.
1	1–3	• Quality of explanation and depth of explanation is basic. • Description of knowledge is often accurate, generally coherent, but lacks detail. • Use of terms is basic and use of psychological terminology is adequate. • Understanding of methodology (such as elaboration, use of example, quality of description) is limited. • The design is poorly explained in relation to the topic area. • There is an imbalance of methodology and topic area/relevant study knowledge.
0	0	• No response worthy of credit

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Question	Answer	Marks
	Section A: Stimulus question Psychology and abnormality	
1	**Ost and Westling (1995) compared the effectiveness of applied relaxation (AR) with cognitive-behavioural therapy (CBT) when treating 38 patients for panic disorder. They gathered data in three phases at different times: pre-intervention (baseline), post-intervention and at a follow-up.**  **Fig. 1.1 Graph to show frequency of panic attacks**	
1(a)	**Give <u>two</u> conclusions from Fig. 1.1.** **Most likely answer** (other appropriate responses to be credited): • Both applied relaxation and cognitive behaviour therapy are effective in treating panic disorder. • There is no difference between applied relaxation and cognitive behaviour therapy in treating panic disorder • Both therapies are long-lasting (improvement continues after 1 year). **Marks:** 1 mark for each correct conclusion. **Note:** answers do not need numbers to achieve full marks.	**2**
1(b)	**Outline <u>two</u> ways in which Ost and Westling (1995) gathered data during these phases.** **Most likely answers** • **Independent assessor ratings** (1 mark) by a qualified therapist (2 marks) • **Self-report scales** (1 mark) providing quantitative data (2 marks) • **Self-observation** of panic attacks (1 mark) keeping a diary of frequency and severity of attacks (2 marks) **Note:** Observation by therapist = 0 marks; identification only = 0 (e.g. 'self-report') **Marks:** 1 mark basic answer (brief outline), 2 marks detail/elaboration of way X2.	**4**

Question	Answer	Marks
1(c)(i)	**Explain how the treatment of the applied relaxation (AR) group differed from the treatment of the CBT group in this study.** **Most likely answer** The applied relaxation (AR) group were taught progressive muscle relaxation (PMR) (1 mark) to be used in both panic and non-panic situations. The cognitive behaviour therapy CBT group were taught only CBT (1 mark) **Marks:** 1 mark for one group and 1 mark for second group.	**2**
1(c)(ii)	**Explain how the physiological effect of applied relaxation is different from the physiological effect of applied tension.** **Most likely answer** **Applied relaxation** involves tensing and relaxing muscles *slowly* to relax muscles, *decrease blood pressure* and counteract the effects of stress-related hormones (e.g. adrenaline and cortisol) whereas **applied tension** involves tensing muscles *rapidly* to *increase blood pressure*. **Marks:** 1 mark for statement of each, 2 marks for explicit and correct difference.	**2**

Question	Answer	Marks
1(d)	**Some treatment and management techniques for anxiety disorders involve learning; these are called behavioural techniques.** **Discuss the strengths and weaknesses of using behavioural techniques to treat anxiety disorders. You should include a conclusion in your answer.** **Marks:** Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each advantage/disadvantage (however basic/detailed) which is related to the question (max 4 marks). 1 mark for conclusion. 2 marks max for two strengths and two weaknesses unrelated to the question. **Conclusion:** any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. A conclusion is a 'decision reached by reasoning' and so a summary of points already made scores 0 marks. **Most likely answer** (other appropriate responses to be credited): **Strengths:** • techniques can be applied by anyone, in any place at any time • behavioural techniques focus on alleviating the symptoms rather than the cause • behavioural techniques are more likely to be generalised because all people can learn and 'unlearn' following the same principles • no medication is taken; the patient cannot become addicted to medication. • the therapist will guide the patient through the treatment. **Weaknesses:** • behavioural techniques take time and effort from the person (unlike swallowing a pill) • the techniques do not cure anything, merely make it easier to live with • behavioural techniques ignore the role of biochemical • a therapist is needed which is more costly than taking a drug.	**5**

Question	Answer	Marks
2	**Guéguen et al. (2007) conducted a field experiment to test whether playing music in the background, the independent variable, had any effect on the shopping behaviour of their customers. They gathered quantitative data in three ways.**	
2(a)	**Explain what is meant by a 'dependent variable'.** **Most likely answer** (other appropriate responses to be credited): • the DV is what is measured (1 mark) • the DV is what is expected to change (1 mark) if the IV is manipulated (2 marks) • the DV is the effect (1 mark) and the IV is the cause (2 marks) **Marks: 1 mark** basic answer (simple description), **2 marks** detailed answer/elaboration.	**2**
2(b)	**Outline <u>two</u> of the dependent variables in the study by Guéguen et al. (2007).** **Most likely answer** There were three DVs • passer-by's length of stay at the stall (1 mark) timed in minutes (1 mark) • sales rates (1 mark) 0 or 1 or more items (2 marks) • the average amount of sales for each customer (1 mark) amount of money spent in Euros (2 marks) **Marks:** 1 mark basic answer (identification of DV), 2 marks detailed answer/elaboration or use of example x2.	**4**
2(c)	**The data collected in this study was quantitative.** **Suggest <u>two</u> advantages of also gathering qualitative data in this study.** **Most likely answer** (other appropriate responses to be credited): Advantage: • a reason for behaviour can be provided by participants (1 mark) for both time at stall and money spent (2 marks) • participants can feel they are part of the study, rather than not knowing they are contributing (1 mark) to a study on the effects of background music (2 marks) • answers from participants can be analysed to help determine cause and affect more clearly (1 mark) to confirm quantitative results of effects of background music (2 marks) **Marks:** 1 mark basic answer (the advantage), 2 marks related to study x2.	**4**

Question	Answer	Marks
2(d)	**Discuss the advantages and disadvantages of using field experiments to investigate the effect of background music on consumer behaviour. You should include a conclusion in your answer.** **Marks:** Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each advantage/disadvantage (however basic/detailed) which is related to the question (max 4 marks). 1 mark for conclusion. 2 marks max for two strengths and two weaknesses unrelated to the question. **Conclusion:** any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. A conclusion is a 'decision reached by reasoning' and so a summary of points already made scores 0 marks. **Most likely answer** (other appropriate responses to be credited, such as eye movement patterns): **Advantages** • a field experiment has an IV, DV and controls • often participants do not know they are taking part in a study and so behave more naturally • most consumer behaviour (e.g. shopping) takes place in the real world and so studies should be conducted in the real world (rather than in a laboratory). **Disadvantages** • a field experiment may have variables that are more difficult to control than a laboratory experiment; • often participants do not know they have taken part in a study at all (in this study consent given at the end). • It may be reductionist to isolate variables to study (i.e. the IV) when many other variables that are controlled may contribute to consumer behaviour as a whole. **Conclusion**: any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate.	**5**

Question	Answer	Marks
3	**Weinstein (1980) asked students about their own chances of living past 80, getting lung cancer, or having a heart attack before the age of 40, to investigate unrealistic optimism as an individual factor in changing health beliefs.**	
3(a)	**Explain what is meant by 'unrealistic optimism'.** **Most likely** (quote from study) • people tend to think they are invulnerable (1 mark) that it will not happen to them (2 marks) • they expect others to be victims of misfortune, not themselves (1 mark) so they do not change their health beliefs (2 marks) • From study: such ideas imply not merely a hopeful outlook on life, but an error in judgment that can be labelled *unrealistic optimism* (2 marks) **Marks:** 1 mark for: basic statement, 1 mark for elaboration/example.	**2**
3(b)(i)	**Outline the 'measures of optimism' questionnaire.** **Most likely answer** (other appropriate responses to be credited): Quoting from study • students made comparative judgments about the likelihood that specific events would take place in their lives • 18 positive and 24 negative life events are used. • The 42 events were divided randomly between two rating forms. • Positive and negative events were intermixed. • Examples of items: positive: living past 80 years; negative: getting lung cancer **Marks:** two of the above statements (or any other correct statement) 1 mark each.	**2**
3(b)(ii)	**Outline the scale used by the students to answer the questionnaire items.** **Most likely answer** (other appropriate responses to be credited): Quoting from study Question: what do you think are the chances that the following events will happen to you? • the choices range from much less than average, through average, to much more than average • beneath the description of each event were the following choices: '100% less (no chance), 80% less, 60% less, 40% less, 20% less, 10% less, average, 10% more, 20% more, 40% more, 60% more, 80% more, 100% more, 3 times average, and 5 times average.' • to calculate the mean comparative judgment, the 15 response choices were given the values -100%, -80%, -60%, -40%, -20%, -10%, 0%, 10%, 20%, 40%, 60%,, 80%, 100%, 200%, and 400% to reflect their deviation from a response of 'average.' • A 15 point scale (1 mark) 100% less to 100% more (2 marks) **Marks:** 1 mark for: basic statement, 1 mark for elaboration/example.	**2**

Question	Answer	Marks
3(c)	**Suggest <u>two</u> ways to assess unrealistic optimism, other than by a questionnaire using closed questions.** **Most likely answer** (other appropriate responses to be credited): • use an open-ended questionnaire (1 mark) to gather qualitative data and detailed reasons for the optimism (2 marks) • use an interview (1 mark) which could have open-ended questions (and so be face-to-face rather than questionnaire completed individually) (2 marks) • Could observe people (1 mark) to see what decisions, and consequent behaviour they make in relation to certain events (2 marks) • Could gather 'family data' (interview) (1 mark) to ask about the student as a child to look for unrealistic optimistic tendencies (2 marks). **Marks:** 1 mark basic answer (identification of way), 2 marks detailed answer/elaboration X2	**4**
3(d)	**Discuss the advantages and disadvantages of assessing unrealistic optimism using students. You should include a conclusion in your answer.** **Marks:** Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each advantage/disadvantage (however basic/detailed) which is related to the question (max 4 marks). 1 mark for conclusion. 2 marks max for two strengths and two weaknesses unrelated to the question. **Conclusion:** any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. A conclusion is a 'decision reached by reasoning' and so a summary of points already made scores 0 marks. **Most likely answer** (other appropriate responses to be credited): **Advantages** • students are often readily available, are able and willing to participate • students are 'responsible adults' and make their own decisions about health • students are 'away from the family' and perhaps less influence (ref Lau et al.) • students are young, 'carefree' and are not thinking about how to prolong their life **Disadvantages** • students may be available but for course credits, money or to impress a teacher they may not give truthful answers • students because they are relatively young may be unrealistically optimistic, but may 'grow out of it' as they mature/get older. • students for many reasons may not be typical or represent the wider population. • students because they are younger may be relatively healthier than people in the wider population.	**5**

Question	Answer	Marks
4	**According to achievement motivation theory (McClelland, 1965), people have different needs. Some have a need for power or need for achievement, others have a need for affiliation.**	
4(a)	**Explain what is meant by 'need for affiliation'.** **Most likely answer** (other appropriate responses to be credited): Affiliation is the need to be liked and accepted by other people (1 mark) effort is applied to creating and maintaining social relationships and friendships at work (2 marks). **Marks:** 1 mark basic answer (what a need is), 2 marks detailed answer/ elaboration/ example.	**2**
4(b)	**Suggest <u>two</u> reasons why the need for affiliation is important in work environments.** **Most likely answer** (other appropriate responses to be credited): • The need to be liked by others (1 mark). In order to be effective, the workers in a team should like each other, removing any group conflict (2 marks). • The need to be accepted as part of a group or team or department (1 mark). People are social and need to feel respected by others, to be treated fairly and not bullied (2 marks) **Marks:** 1 mark basic answer (what a need is), 2 marks detailed answer/ elaboration/example.	**4**
4(c)	**Suggest how the needs of a manager in an organisation would differ from the needs of a worker.** **Most likely answer** (other appropriate responses to be credited): • **Manager:** has a need for power, possibly the need for achievement (to get to be a manager) but not a need for affiliation. • **Worker:** probably does not have a need for power, perhaps has the need for achievement, most likely has the need for affiliation. **Marks:** 1 mark basic answer, 2 marks elaboration/example for worker and same for manager.	**4**

Question	Answer	Marks
4(d)	**Discuss the advantages and disadvantages of using self-report to measure need for achievement. You should include a conclusion in your answer.** **Marks:** Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each advantage/disadvantage (however basic/detailed) which is related to the question (max 4 marks). 1 mark for conclusion. 2 marks max for two strengths and two weaknesses unrelated to the question. **Conclusion:** any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. A conclusion is a 'decision reached by reasoning' and so a summary of points already made scores 0 marks. **Most likely answer** (other appropriate responses to be credited): Self-reports can include questionnaires and interviews. **Advantages** • asking people directly means that participants are given the opportunity to express their feelings and explain their behaviour rather than the researcher trying to work out reasons for their behaviour from other methods • relatively large numbers of participants can be done relatively easily. Questionnaires are easy to replicate. Same for telephone interviews. • data can be qualitative, but may also be quantitative depending on type of question **Disadvantages** • some participants may provide socially desirable responses; not give truthful answers; respond to demand characteristics. • closed/fixed choice questions may force people into choosing answers that do not reflect their true opinion and therefore may lower the validity. • researchers have to be careful about use of leading questions; it could affect the validity of the data collected.	**5**

Question	Answer	Marks
	Section B	
5(a)	**Design a study to test age differences in the effectiveness of rational emotive behaviour therapy for depression.** **Marks:** use generic levels of response Design a study question part (a). **Additional**: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **any appropriate method**. **Specific features:** • **Experiments**: type, IV, DV, controls, experimental design. • **Observations**: type, setting, response categories, sampling frame, number of observers. • **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
5(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** rational emotive behaviour therapy (Ellis, 1962) ***Psychological****:* Ellis focused on how illogical beliefs are maintained through: A: an activating event, B: the belief held about A C: the consequences – thoughts, feelings or behaviours – resulting from A. REBT involves: D: disputing the irrational beliefs E: the effects of successful disruption of the irrational beliefs. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
6(a)	**Variables, such as lighting, colour and smell, affect pleasure arousal in retail environments.** **Design a study using a questionnaire to investigate which of these variables is <u>most</u> likely to create a positive emotional response in a shopper.** **Marks:** use generic levels of response Design a study question part (a). **Additional**: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **questionnaire**. **Specific features**: **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
6(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** models of effects of ambience: pleasure-arousal and cognition-emotion ***Psychological****:* Candidates could focus on different retail atmospherics, including lighting and colour in retail stores (Kutlu et al., 2013); effects of odour on shopper arousal and emotion (Chebat & Michon, 2003). Candidates could also focus on the Mehrabian and Russell (1974) pleasure/arousal/dominance (PAD) model. Includes pleasure, arousal and dominance, a common measure of retail atmospherics. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
7(a)	**Design a study using an interview to investigate what important information patients need from a practitioner to help them improve their adherence.** **Marks:** use generic levels of response Design a study question part (a). **Additional**: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **interview** **Specific features**: **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
7(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus: Improving adherence** improve practitioner style (Ley, 1988) ***Psychological****:* Ley (1988) investigated verbal communication including what people remember about a consultation after consulting with a practitioner. Ley found that patients remembered about 55% of what was said. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
8(a)	**Design a study using observation to investigate whether a group follows the stages of development proposed by Tuckman (1965).** **Marks:** use generic levels of response Design a study question part (a). **Additional**: Candidates should design the study showing evidence of design features appropriate to the named method. The named method: **observation**. **Specific features**: **Observations**: type, setting, response categories, sampling frame, number of observers. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
8(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** group development (Tuckman, 1965) ***Psychological****:* Tuckman (1965) outlined four stages of group development: • forming – where people come together • storming – where people will present ideas (brainstorm) • norming – when group members begin to agree • performing – when the group function as a coherent unit • adjourning – difficult to observe if the group is no longer meeting ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
	Section C	
9	**'*The genetic explanation of phobias is better than all other explanations.'*** **To what extent do you agree with this statement? Use examples of research you have studied to support your answer.** **Marks:** use generic levels of response in table C. **Syllabus:** explanations of phobias: biomedical/genetic (Ost, 1992) **Most likely** (any other appropriate responses should be credited): **Better:** • genetic explanations are reductionist and can therefore be studied much more precisely than say psychodynamic explanations • genetic findings can be replicated and generalised to everyone if a specific gene for phobias is identified • genetic explanations provide an underlying cause for how it is possible for phobias to arise at all (an ultimate i.e. evolutionary explanation) whereas others can only provide an explanation of a specific phobia in a specific individual. **Not better:** • other explanations are also 'scientific'; behavioural explanations are based on observable behaviour. • just because an explanation is based on science it does not mean that it is correct. The psychodynamic explanation has no science, yet it may be correct. • explanations should take a more holist view, rather than reducing the explanation to one factor.	**12**

Question	Answer	Marks
10	***'Studies of consumer personality are irrelevant. There are no individual differences in the effectiveness of advertising.'*** **To what extent do you agree with this statement? Use examples of research you have studied to support your answer.** **Marks:** use generic levels of response in table C. **Syllabus:** advertising applications advertising & consumer personality (Snyder & DeBono, 1985) **Most likely** (any other appropriate responses should be credited): **Individual differences:** • different personalities are attracted to different things • Snyder and DeBono (1985) distinguished between high and low self-monitors with each type perceiving different things • there may be a difference in introverts and extraverts, systemisers and empathisers or any other personality distinction. **No individual differences:** • there are general principles which will appeal to everyone. The term 'sale' suggests discounts; $4.99 is less than $5.00, etc. • people are more influenced by other variables, such as choice heuristics e.g. anchoring • people's brains work in the same way as discovered by Knutson (brain region study)	**12**

Question	Answer	Marks
11	***'The use of postal questionnaires is the best way to assess improvements in adherence to medical requests.'*** **To what extent do you agree with this statement? Use examples of research you have studied to support your answer.** **Marks:** use generic levels of response in table C. **Syllabus:** improving adherence (Yokley and Glenwick (1984) Also relevant is the study by Riekart and Drotar who also used postal questionnaires. **Most likely** (any other appropriate responses should be credited): **For:** • people can read at their own leisure (in their own home), think about and then make decisions (without pressure from anyone) • questionnaires can provide quantitative data which may allow comparisons; Questionnaires can provide qualitative data through open ended questions allowing a worker to report in detail. • questionnaires can be completed anonymously and so honest answers are more likely. • postal questionnaire can be more detailed than an interview, or a 'do-it-now' questionnaire **Against:** • People may not receive the mailing; receive it but never read it; • people read the information but not act on it (or forget to act on it) • people may forget to return it. Approx 10% of postal questionnaires are returned • Costs of postage sending out and returning; cost of printing and envelopes.	**12**

Question	Answer	Marks
12	***'Recognition, respect and a sense of belonging are the <u>most</u> important motivators at work.'*** **To what extent do you agree with this statement? Use examples of research you have studied to support your answer.** **Marks:** use generic levels of response in table C. **Syllabus:** Motivators at work: types of rewards systems: pay, bonuses, profit-sharing, performance related pay **Most likely** (any other appropriate responses should be credited): **Are:** • Herzberg believes that motivational factors (satisfiers) – achievement, recognition, responsibility, advancement and growth are the causes of job satisfaction. • pay, etc (hygiene factors) can cause job dissatisfaction (and low motivation) • Adams (equity theory). When people feel fairly treated they are more likely to be motivated. • a sense of belonging to an organisation and good worker relationships are important; work becomes enjoyable with 'good workmates' **Are not:** • many people are motivated extrinsically rather than intrinsically. • many people see intrinsic motivation as a secondary bonus after pay, bonuses and performance related pay • some people see work as a means to an end, with family life being much more important rather than 'giving their life' to the organisation.	**12**