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PSYCHOLOGY **9990/42**

Paper 4 Specialist Options: Application **May/June 2018**

MARK SCHEME

Maximum Mark: 60

Published

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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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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.

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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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Section C: Essay/Evaluate (Generic response descriptor)		
Level	Marks	Level Descriptor
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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Question	Answer	Marks
Section A: Stimulus question Psychology and abnormality		
1	**The aim of the study by Lovell et al. (2006) was to compare the effectiveness of cognitive behavioural therapy (CBT) for obsessive-compulsive disorder (OCD), delivered face-to-face or by telephone.**	
1(a)	**What was concluded about the effectiveness of the therapy?** **Marks: 1 mark** for basic answer, e.g. identification, **1 mark** for elaboration/example. **Most likely answer** (other appropriate responses to be credited): Quote from study: The clinical outcome of cognitive behaviour therapy delivered by telephone was equivalent to treatment delivered face to face and similar levels of satisfaction were reported.	**2**
1(b)	**How and why did the researchers gather baseline data from the participants?** **Marks: 1 mark** for 'how' and **1 mark** for 'why'; 1 further mark for each for elaboration/example (e.g. use of Y-BOCS (OCD)). **Most likely answer** (other appropriate responses to be credited): • Quote from study: To establish baseline data we assessed patients twice, with four weeks in between, before randomisation to treatment groups. Researchers blinded to treatment allocation assessed patients at both of the baseline visits, the initial visit after treatment, and at one, three, and six months of follow-up. • Baseline data is gathered to allow a comparison with test data (the results) to determine whether the intervention has been successful.	**4**

Question	Answer	Marks
1(c)	**Give <u>two</u> differences in the delivery of telephone and face-to-face therapy in this study.** **Marks: 1 mark** basic difference, **2 marks** detailed answer/elaboration, × 2 **Most likely answer** (other appropriate responses to be credited): Face to face therapy • with the therapist on an individual basis. • 10 one hour sessions • No homework • Practise with therapist • Therapist can see non-verbal communication • Travel to clinic/alien environment Telephone therapy • one face-to-face session with the therapist that covered the same material as the first session of the face-to-face, followed by • eight scheduled weekly telephone calls of up to 30 minutes in length. • Treatment was delivered in a shorter period of time • the therapist sent homework sheets to the patient. • Practise at home • No non-verbal communication • No travel/home environment	**4**
1(d)	**Discuss the strengths and weaknesses of using telephone delivery of CBT with patients. 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 up to 4 max. **1 mark** for conclusion. **Most likely answer** (other appropriate responses to be credited): **Strengths:** • no travelling time to see the therapist • takes less time – 30 mins on phone. • Person at home is more comfortable being in their familiar environment; is less stressful than in an office. **Weaknesses**: • no non-verbal communication • therapist can't review materials (such as homework diary) • therapist can't control the environment such as no distractions in an office, but may be lots at home. **Conclusion**: any appropriate conclusion drawn from the discussion that has been presented.	**5**

Question	Answer	Marks
Section A: Stimulus question Psychology and consumer behaviour		
2	**The layout of any store can increase sales and many designs have been proposed, such as the grid layout below. [*Question paper has drawing of a grid layout.*]**	
2(a)	**Give <u>one</u> advantage of a 'racetrack'/'boutique' store layout.** **Marks: 1 mark** for basic answer; **1 mark** for elaboration/example. **Most likely answer** (other appropriate responses to be credited): Advantage: the shopper sees more of the goods available for sale. Elaboration (reason) the sales floor is organised into individual, semi-separate areas, each built around a particular shopping theme. It leads the customer along specific paths to visit as many store sections as possible.	**2**
2(b)	**Give <u>two</u> differences between a 'grid' and a 'freeform' store layout.** **Marks: 1 mark** basic answer, **2 marks** elaboration, × 2 **Most likely answer** (other appropriate responses to be credited): • The grid layout facilitates routine and planned shopping behaviour, the free-form encourages browsing. • The grid layout reduces shopping time, the free-form increases browsing time. • The grid layout uses long aisles running parallel, the free-form is free-flowing and asymmetric.	**4**
2(c)	**Suggest how <u>one</u> method, other than virtual reality, could be used to gather data about customer behaviour.** **Marks:** 1–2 marks basic answer. 3–4 marks elaboration (e.g. inclusion of methodological detail). **Most likely answer** (other appropriate responses to be credited): • Conduct a field experiment: participants can be exposed to different layouts (IV) and complete various tasks (DV) or are then asked about their experiences and/or feelings/satisfaction. • Give a questionnaire or interview to determine shopping experiences based on what people think about different layout options. • Conduct an observation in various layout options and record time taken to find an item/negotiate the store (this would be most difficult of the three) but no data on experiences/satisfaction.	**4**

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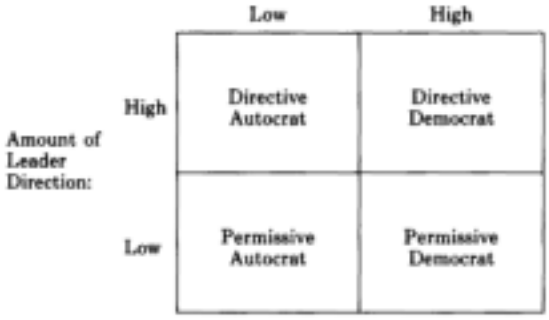
Question	Answer	Marks
2(d)	**Discuss the advantages and disadvantages of research on store layout using virtual reality. You should include a conclusion in your answer.** **Marks:** Question requires **discussion;** always **plural** of each argument, and always requires conclusion. **1 mark** for each advantage/disadvantage up to 4 max. **1 mark** for conclusion. **Most likely answer** (other appropriate responses to be credited): **Strengths** • VR controls the environment allowing a range of extraneous variables, such as other people, to be controlled. • IV can be manipulated more easily and is exactly the same for each participant. • participants do not need to move from the same place for each condition. **Weaknesses** • may have side effects such as simulator sickness – dizziness, nausea, headache and eyestrain • VR isn't real. To what extent can studies using VR be generalised? • VR excludes idiothetic input and other variables such as smell. **Conclusion**: any appropriate conclusion drawn from the discussion that has been presented.	**5**

Question	Answer	Marks
	Section A: Stimulus question Psychology and health	
3	**Unhealthy behaviours are difficult to change because of lifestyles; behaviours developed over a period of years that have become habitual. Lau et al. (1990) found that understanding how these habits are formed in the early years is important to understanding how they can be changed.**	
3(a)	**Explain why the study by Lau et al. (1990) is longitudinal.** **Marks: 1 mark** for basic answer (e.g. 'over long period of time'), **1 mark** for elaboration/ example (e.g. reason why) **Most likely answer** (other appropriate responses to be credited): • participants (students) complete baseline questions at start of university • participants complete additional questionnaires for each year they are at university.	**2**
3(b)	**Give <u>two</u> differences between the 'enduring family socialisation model' and the 'lifelong openness' model.** **Marks: 2 marks** for each correct difference. **Indicative content:** • The enduring family socialisation model argues that preventive health beliefs and behaviour are learned from the family during childhood and remain fairly stable throughout life. This model attributes primary influence to parents because their contact with their children begins earlier and is more sustained than contact from other socialising agents. This model does not view peers as very influential. The model would be invalidated by evidence from socialising agents outside the immediate family. • The lifelong openness model suggests that people are always open to persuasion from influential socialising agents; it gives parents no status. It would not expect the influence of a family to continue outside the home when alternative (and more important) models such as peers are available. This model would be invalidated if health beliefs remained stable after leaving home.	**4**
3(c)	**Suggest <u>one</u> other model to explain the influence of family and peers on health beliefs.** **Marks: 1–2 marks** basic answer. **3–4 marks** detailed answer/elaboration. **Most likely answer** (other appropriate responses to be credited): The Windows of vulnerability model. • Parental influence persists unless the child is exposed to important social models who have different and more influential views. • there are periods of vulnerability: 1. Adolescents when children seek independence; 2. When children leave home and live on their own; 3. When they set up a home and get married (or similar).	**4**

Question	Answer	Marks
3(d)	**Discuss the advantages and disadvantages of conducting longitudinal studies on health beliefs. 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 up to 4 max. **1 mark** for conclusion. **Advantages** • it determines change or stability over time. Have parental beliefs persisted or have peers become influential. • it tracks the development of the same individual, so many factors remain constant. • measures can be repeated and so have reliability. **Disadvantages** • attrition: participants drop out; can't be contacted. • once a study has started the main variables cannot be changed, even though something new may be more relevant. • unforeseen variables may occur; life experiences may change health beliefs. Becoming seriously ill may change beliefs significantly – and nothing to do with family or peers. **Conclusion**: any appropriate conclusion drawn from the discussion that has been presented.	**5**

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Question	Answer	Marks
Section A: Stimulus question Psychology and organisations		
4	**Traditional management theory challenged.** **For many years, Henry Mintzberg's ten managerial roles allowed the nature of leadership to be defined. However, it has never been clear how leadership relates to the way managers in organisations manage their workers.**	
4(a)	**Explain the relationship between leadership and managerial roles.** **Marks: 1 mark** for basic answer e.g. identification, **1 mark** for elaboration/example. **Most likely answer** (other appropriate responses to be credited): Quote from Muczyk and Reimann 'Mintzberg identified ten managerial roles: (1) figurehead, (2) leader, (3) liaison, (4) monitor, (5) disseminator, (6) spokesman, (7) entrepreneur, (8) disturbance handler, (9) resource allocator, and (10) negotiator. Leadership, as we use the term in this article, concerns the leader role as Mintzberg defined it. This role describes the relationship between the manager and subordinates that results in the satisfactory execution of subordinates' assignments and, thereby, the attainment of the important goals of the organizational unit for which the leader is responsible. What's more, we agree with Mintzberg's contention that providing leadership is the most important of the ten managerial roles.'	**2**
4(b)	**Suggest <u>one</u> disadvantage of a participative/democratic style of leadership.** **Marks:** **1 mark** basic answer, **2–4 marks** determined by quality of answer/ elaboration (e.g. aspects of indicative content) **Most likely answer** (other appropriate responses to be credited): • many managers have been forced to face the harsh reality that participative management simply may not work in some situations. • leadership is a two-way street, so a democratic style will be effective only if **followers** are both willing and able to participate actively in the decision-making process. If they are not, the leader cannot be democratic without also being 'directive' and following up very closely to see that directives are being carried out properly. • Sometimes decisions need to be made very quickly and the democratic style takes too long for a decision to be made. • Sometimes decisions about pay and redundancies for example need to be made, which would not happen with a democratic style.	**4**

Question	Answer	Marks
4(c)	**Give <u>two</u> types of leader behaviour determined by how much they participate with their workers and how much they direct their workers.** **Marks:** **1 mark** basic answer (e.g. identification of style), **2 marks** description of type (e.g. Directive autocrat: low participation and high leader direction), × 2 **Most likely answer** (other appropriate responses to be credited): Muczyk and Reimann (1987) outline the following two types: (1) the directive autocrat, (2) the permissive autocrat, (3) the directive democrat, and (4) the permissive democrat. *Exhibit 1:* ***Types of Leader Behaviors*** Degree of Participation in Decision Making:  	**4**

Question	Answer	Marks
4(d)	**Discuss the advantages and disadvantages of determining leadership styles in organisations. 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 up to 4 max. **1 mark** for conclusion. **Most likely answer** (other appropriate responses to be credited): Answers could focus on **style** as applied in an organisation OR could focus on **measures** used to determine styles. **Advantage:** • if a leadership style is known then workers know how to behave/ how to *follow* the leader. • Known styles may lead to more effective decisions being made by management teams (groupthink) • If a Board of directors thinks style 'x' is best they are likely to appoint a leader who has style 'x' • Psychometric measures can be used to determine styles **Disadvantage:** • The measure to determine styles may be faulty/inappropriate/may not measure adequately. • Knowing a style may not be a style suited to the efficient running of that organisation. • Styles may be too rigid; situational leaders, for example, adapt to any given situation. **Conclusion**: any appropriate conclusion drawn from the discussion that has been presented.	**5**

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Question	Answer	Marks
Section B: Design question (a) = 10 marks, (b) = 8 marks		
5(a)	**Design a study using a questionnaire to investigate the most common body dysmorphic disorder behaviours.** **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. Typical features: • **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. • **Typical features of research methodology**: sampling technique and 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:** Characteristics of O-C and related disorders: types of and common obsessions, common compulsions, hoarding and body dysmorphic disorder. ***Psychological****:* Virtually everyone with BDD engages in one or more BDD-related behaviour. These behaviours are intended to check the perceived defect, obtain reassurance about how it looks, fix it, or hide it from other people. These behaviours are compulsive. Included: camouflaging, comparing with others, checking in mirrors (surfaces), seeking surgery, excessive grooming, seeking reassurance that there is a defect. ***Methodological****:* explanation of method using typical features as above.	**8**

Question	Answer	Marks
6(a)	**Design a field experiment conducted on an aeroplane to investigate the effect of noise on the perceived sweetness of food.** **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: field experiment. Typical features: • **Experiments**: type, IV, DV, controls, experimental design. • **Typical features of research methodology**: sampling technique and 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:** sound and consumer behaviour: background noise and food perception (Woods et al., 2010). ***Psychological****:* Woods et al. (2010): We investigated the effects of auditory background noise on the perception of gustatory food properties (sugar level, salt level), food crunchiness and food liking. Participants blindly consumed different foods whilst passively listening to either no sound, or quiet or loud background white noise. The foods were then rated in terms of sweetness, saltiness and liking (Experiment 1) or in terms of overall flavour, crunchiness and liking (Experiment 2). Reported sweetness and saltiness was significantly lower in the loud compared to the quiet sound conditions (Experiment 1), but crunchiness was reported to be more intense (Experiment 2). This suggests that food properties unrelated to sound (sweetness, saltiness) and those conveyed via auditory channels (crunchiness) are differentially affected by background noise. A relationship between ratings of the liking of background noise and ratings of the liking of the food was also found (Experiment 2). We conclude that background sound unrelated to food diminishes gustatory food properties (saltiness, sweetness) which is suggestive of a cross-modal contrasting or attentional effect, whilst enhancing food crunchiness. ***Methodological****:* explanation of method using typical features as above.	**8**

Question	Answer	Marks
7	**Despite many campaigns, people still suffer serious head injuries because they do not wear a protective helmet when riding a bicycle.**	
7(a)	**Design a study to investigate the effectiveness of a fear arousal campaign to promote the wearing of bicycle helmets.** **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 but must include fear arousal campaign. Typical 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. **Typical features of research methodology**: sampling technique and 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:** strategies for promoting health: fear arousal (Janis and Feshbach, 1953; Cowpe, 1989). ***Psychological****:* Janis and Feshbach used a fear arousal campaign (three levels of fear) to raise awareness of dental hygiene. Minimal fear was most effective. Candidates may refer to the Dannenberg et al. (1993) study on cycle helmet use in the USA (Maryland). Here the law was changed and an 'educational campaign' implemented. Candidates may also refer to the Yale model of Communication where the characteristics of the message (maybe to arouse fear) may apply. ***Methodological****:* explanation of method using typical features as above.	**8**

Question	Answer	Marks
8(a)	**Design a study to investigate whether the illusion of unanimity occurs when groupthink occurs.** **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. Typical 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. • **Typical features of research methodology**: sampling technique and 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:** Decision-making: groupthink (Janis, 1971) and strategies to avoid groupthink. ***Psychological****:* According to Janis, the illusion of unanimity is when members of the group make the false assumption that any individual who remains silent during any part of the discussion is in full agreement with what the others are saying. ***Methodological****:* explanation of method using typical features as above.	**8**

Question	Answer	Marks
	Section C: Evaluation question = 12 marks	
9	***'Even though Little Albert was just one child, the behavioural explanation of anxiety disorders can be generalised to everyone.'*** **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: behavioural (classical conditioning, Watson, 1920). **Most likely** (any other appropriate responses should be credited): **For:** • The behavioural explanation of learning (classical conditioning) occurs for all people with many things (not just Little Albert) • The behavioural explanation led to the development of ways in which fears and phobias can be reduced (e.g. systematic desensitisation). • The principles can be generalised, not necessarily the specific example. **Against:** • People are different and what applies to many people will not apply to many others. • The approach excludes the role of cognitive factors (such as the DiNardo example with fears of dogs) • The case study of little Albert had weaknesses – claims that Albert was not a normal child.	**12**

Question	Answer	Marks
10	***'Product colour associations are universal rather than cultural: everyone likes blue detergent.'*** **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:** packaging, positioning and placement: product colour and associative learning (Grossman & Wisenblit, 1999). **Most likely** (any other appropriate responses should be credited): **For:** • Some colour associations among consumers are consistent across countries. Most consumers (more than 50%) of China, Korea, Japan and the USA select green as the appropriate colour for a label on a can of vegetables and many associate yellow with a box of candy. • Worldwide brands are associated with specific colours: cans of cola are red, as is the label on bottles. • Blue is associated with boys and pink with girls in many cultures. • Colours such as red are associated with danger and green with safety (e.g. traffic lights) **Against:** • colours are associated with more than one thing; it is not one colour for one item; • colours are associated with different things in different cultures. • For example in the West, green is associated with hopefulness, white with purity, black with mourning, red with love or revolution and yellow with hatred. In China, white is associated with righteousness and yellow with trustworthiness. Black is associated with dullness and stupidity in Indian culture, while red suggests ambition and desire (Kreiter and Kreitler, 1972).	**12**

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Question	Answer	Marks
11	***'Using observation to measure pain will never be as effective as a self-report.'*** **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:** measuring pain: behavioural/observational measures (UAB pain behavior scale). **Most likely** (any other appropriate responses should be credited): **For observation**: • the patient does not know he or she is being observed, so pain behaviour is natural. • The patient will exhibit typical pain behaviours: ambulation of posture, distorted facial expression, etc. • The observer can use response categories and record quantitative data. • Inter-rater reliability can be tested to determine the extent of reliability of the observations. • Vague descriptions of pain are eliminated 'it hurts a lot'. **Against**: • The patient plays no part in recording his or her pain, no record of the experience of the pain. • The observations may not collect qualitative data; observation cannot record thoughts. • The assumption that all people show the same pain behaviours may not be true.	**12**

Question	Answer	Marks
12	***'The situation is irrelevant; all any leader needs to succeed is individual charisma.'*** **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:** traditional and modern theories of leadership: universalist and behavioural theories. **Most likely** (any other appropriate responses should be credited): **For:** • this theory believes that great leaders are born rather than made because they possess the characteristics and qualities that make them great. • Wood proposed the 'great-man/woman' theory, and charismatic or transformational leaders also come into this category. • Charismatic people have achieved phenomenal things, even when they are terrible. **Against:** • There are theories of situational leadership (e.g. Hersey and Blanchard) • There are theories of Adaptive leadership (to the situation) e.g. Heifetz (1997) but a great leader could adapt. • Successful leadership shows a relationship between leaders and followers.	**12**

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