Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

PSYCHOLOGY **9990/42**

Paper 4 Specialist Options: Application **May/June 2019**

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.

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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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Each option has three questions:

Section A: (stimulus) Answer two questions from choice of four: (a)=2, (b)=4, (c)=4 and (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.

Section A: Stimulus (Generic response descriptor)		
(a)	0–2	**1 mark** for basic answer e.g. identification. **1 mark** for elaboration/example.
(b)	0–4	Question always requires two ‘things’ **1 mark** basic answer. **2 marks** elaboration. Max 2 marks if only ‘one’ is answered.
(c)	0–4	Questions require either one or two ‘things’ **If two: 1 mark** basic answer. **2 marks** elaboration. **If one: 1–2 marks** basic answer. **3–4 marks** detailed answer/elaboration. If two required and only one provided, max 2 marks.
(d)	0–5	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.
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/[both sides basic]. • **Limited** reference to **examples**, or **lack of detail**. • The answer shows **some understanding**. • There may be 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. • [May **describe** relevant studies with minimal 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 applied to the design, are detailed 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. • Two or three design features are included. The features are often applied to the design with some detail and the candidate shows good understanding in places. • 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. The candidate describes the study listed on the syllabus.

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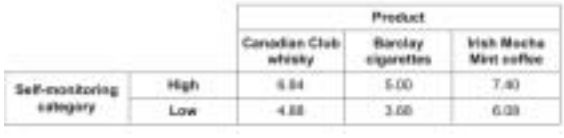
Section B: Explain a study question part (b) (Generic response descriptor)		
Level	Marks	Level Descriptor
3	6–8	• Quality and depth of explanation is thorough. • Description of knowledge is accurate, coherent and detailed. • Use of terms is accurate and use of psychological terminology is comprehensive. • 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 (knowledge related to design) • There is an imbalance of methodology and topic area/relevant study knowledge. • Max 5 marks if only methodological or psychological decisions.
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 (knowledge not related to design) • There is an imbalance of methodology and topic area/relevant study knowledge.
0	0	• No response worthy of credit. The candidate describes the study listed on the syllabus.

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Question	Question	Marks
	Section A: Psychology and abnormality	
1	**The Generalised Anxiety Disorder assessment (GAD-7) was developed using questionnaires with 2740 patients, followed by a telephone interview with 965 of these patients who were selected randomly. The GAD-7 asks 7 questions each scored from 0–3. A score of 15 or more indicates severe anxiety.**	
1(a)	**Explain what is meant by 'generalised anxiety disorder'.** **Most likely answer** (other appropriate responses to be credited): • GAD is a **long-term condition** that causes **feelings of anxiety** about a **wide range of situations and issues**, (is general) rather than one specific event. • people with GAD feel anxious most days and often struggle to remember the last time they felt relaxed. As soon as one anxious thought is resolved, another may appear about a different issue. • GAD can cause both psychological (mental) and physical **symptoms**. These vary from person to person, but can include: feeling restless or worried, having trouble concentrating or sleeping, having dizziness or palpitations. **Marks: 1 mark** for basic answer e.g. one feature (bold above). **1 mark** for elaboration (e.g. range of features/example/examples of symptoms.	**2**
1(b)	**Suggest <u>two</u> advantages of using quantitative data to assess anxiety.** **Most likely answer** (other appropriate responses to be credited): • responses from participants can be compared with responses from other participants on the same rating scale. • data can be compared with other studies done previously and in the future. • data can be analysed statistically • a number isn't open to question by researchers and researcher bias doesn't apply. **Marks: 1 mark** for advantage of quantitative but not related. **1 mark** for advantage that is related. ×2	**4**
1(c)	**Outline <u>two</u> advantages of the sample used to develop the GAD-7.** **Most likely answer** (other appropriate responses to be credited): • random sample so no sampling bias. • 12 different states of the USA so more generalised/representative • large numbers (965) so less effect of anomalies. **Marks:** 1 mark for advantage of sample but not related. **1 mark** for advantage that is related. ×2	**4**

Question	Question	Marks
1(d)	**Discuss the strengths and weaknesses of using telephone interviews to assess anxiety. 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 detailed) **and** related to the question up to 4 max. **2** marks max for two strengths/weaknesses unrelated to the question. **1 mark** for conclusion. **Most likely answer** (other appropriate responses to be credited): **Advantages** • interviews allow people to present their side of the study in full detail (gather qualitative data); • interviews can be done in a safe and private environment (e.g. at home); • an Interview could be unstructured, allowing free interaction; it could be structured allowing 'essential' questions to be included with every participant (quantitative data). • The interview can be recorded providing evidence of what was said should it be needed. **Disadvantages** • people can more easily withdraw (put down telephone/hang-up) • people may get bored if interview is longer than 20 average call time. • people not understand rating scale/questions being asked and repeating takes time. • Any choice of responses needs to be simple/easy to compare options for respondents. **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.	**5**

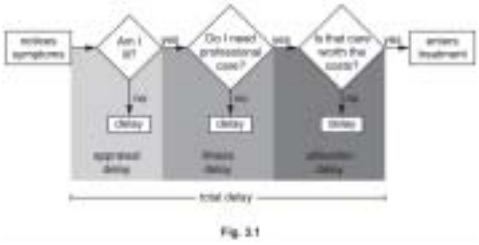
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Question	Question	Marks
	Section A: Psychology and consumer behaviour	
2	Table 2.1  **A study by Snyder and DeBono (1985) used students to investigate how high self-monitors and low self-monitors evaluated different types of advertisements. Their results appear in Table 2.1, in which there is a maximum score of 12. Higher scores indicate greater favourability towards image-oriented advertisements and lower scores indicate greater favourability towards product-quality-orientated advertisements.**	
2(a)	**Explain what the results in Table 2.1 indicate about how high self-monitors and low self-monitors respond to different types of advertising.** **Most likely answer** (other appropriate responses to be credited): • high self monitors favour image-oriented advertisements; low self monitors favour product-quality-oriented advertisements (as can be seen by looking at the rows in the table). • A wide range of answers is possible, so credit anything that is based on the table. Example below: **Marks: 1 mark** e.g**.** both prefer Irish mocha mint coffee **2 marks** both prefer Irish mocha mint coffee with numbers to support (e.g. 7.40 and 6.08). Note: any appropriate analysis receives credit. Note: re-writing question scores 0 marks.	**2**

Question	Question	Marks
2(b)	**Give <u>two</u> differences between the 'soft-sell' and the 'hard-sell' approach.** Hard-sell = product (low self monitors); soft-sell = images and packaging (high self-monitors). Quote from study (reorganised into differences): • ***Soft-sell**: create ads that **appeal to the images** associated with the use of the product, images that one may gain and project by using the product. **Hard-sell**: different ads, ones that **focus on claims** about the intrinsic merit, inherent quality, and functional value of the product itself.* • ***Soft-sell**: how a product is **packaged by** its advertising is as important as the product itself. Therefore, they tend to create advertisements that are very striking in their visual appeal; they pay particular attention to the finer details of form and color. Typically, the copy associated with these ads emphasizes the image of the product or, more specifically, the images associated with the use of the product. **Hard-sell**: For these advertisers, it's the **"matter, not the manner"** that counts.* • ***Soft-sell**: These image-oriented ads **rarely**, if ever, make any explicit **mention** of the **quality** of the product, and, indeed, little emphasis is placed on the product itself. **Hard-sell**: ads tell the consumer **how good the product is**, how well it works, or, with things to eat and drink, how good they taste.* **Marks:** 1 mark basic answer. 2 marks detail/elaboration ×2. **Note:** descriptions of each max 1 mark each. Perfect answer 'x' does this; 'y' does that.	**4**
2(c)	**Suggest how the validity of the stimulus materials (advertisements) used in the study could have been assessed.** **Most likely answer** (other appropriate responses to be credited): *Quote from study: **As a check** on the effectiveness of the manipulation, **we presented 10 judges** with the three sets of advertisements and, after every set, asked them, "Which ad do you think is directed at concerns about product quality?" and "Which ad do you think is directed at concerns about product image?" All of the judges correctly classified all of the advertisements into the image/product category.* **Marks:** 1–2 marks basic answer. 3–4 marks elaboration.	**4**

Question	Question	Marks
2(d)	**Discuss the strengths and weaknesses of using students in studies of 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 detailed) **and** related to the question up to 4 max. **2** marks max for two strengths/weaknesses unrelated to the question. **1 mark** for conclusion. **Most likely answer** (other appropriate responses to be credited): **Strengths** • students are consumers just like any other person. • students are readily available and in relatively large numbers • students may cost less: no travel expenses; course credits for 'payment' less advertising costs. **Weaknesses** • students are less representative: are younger, less experienced, may not have worked, are more academic. • students are often WEIRD – Westernised, Educated, from Industrialised, Rich Democracies. • students may not have a choice – have to participate • students may know about the research and so unconsciously alter answers to fit aims of study **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.	**5**

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Question	Question	Marks
	Section A: Psychology and health	
3	 Fig. 3.1 **Model of decisions to seek or delay medical treatment (Safer et al., 1979)**	
3(a)	**Explain what Safer et al. (1979) meant by 'appraisal delay' in seeking medical treatment.** **Most likely answer** (other appropriate responses to be credited): • quote "The first stage of delay, defined as **the number of days** (ie time) that elapsed from the day the patient first noticed his symptom up to the day he **concluded he was ill**."(takes action). • quote "…Appraisal delay, the patient was asked, "What was your very first symptom or sign that you were (might be) sick? And when did it first occur?" **Marks: 1 mark** for basic answer e.g. 'time taken'. **1 mark** for 'concluded was ill' or any aspect of above	**2**
3(b)	**Suggest <u>two</u> limitations of the study by Safer et al. (1979).** **Most likely answer** (other appropriate responses to be credited): • **First**, the study used persons who actually came to the clinics, so there is no way to **generalize** conclusions concerning delay **to those persons** who had a symptom **but never came**. This is a particularly important limitation concerning utilization delay, when not knowing where to go can be an insurmountable barrier to treatment or alternatively, can lead to inappropriate use of the emergency room facilities. • **Second**, the patients in the study presented a wide variety of complaints to a number of different clinics. Undoubtedly we would have obtained somewhat different results, particularly for total delay, if we had limited our sample to a group of patients with homogeneous complaints. (ie can't **generalise**) • A **third** limitation of the present study is its use of **retrospective data**. This is a particularly important limitation since patients were asked to specify the time when they first noticed the symptom, when they first felt they were ill, and when they decided to see a physician. **Marks:** 1 mark basic answer. 2 marks detail/elaboration ×2. Generic unrelated =1; generic related =2	**4**

Question	Question	Marks
3(c)	**Describe <u>one</u> other model to explain why people might delay seeking medical treatment.** **Most likely answer** (other appropriate responses to be credited): The Health belief model. • delay because of perceived vulnerability, perceived severity or self-efficacy beliefs. • delay because of Modifying factors: perceived benefits (get well) and perceived barriers (hurt; cost) • Accept non-models eg optimistic bias; rational choice. 2 marks max if related (1 if unrelated) **Marks: 1–2 marks** identification and outline. **3–4 marks** detailed answer/elaboration.	**4**
3(d)	**Discuss the advantages and disadvantages of using interviews to gather data from people who are in a medical practitioner's waiting room. 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 detailed) **and** related to the question up to 4 max. **2** marks max for two strengths/weaknesses unrelated to the question. **1 mark** for conclusion. **Most likely answer** (other appropriate responses to be credited): **Advantages** • if people are ill they may want to discuss their illness. • people may want something to do to distract them from the nervousness they might have before the consultation. • people are in a consultation waiting room, so ecological validity is high. **Disadvantages** • people may not want to participate in any psychological research • people may give brief answers because they don't want to concentrate on questions • people may be nervous and not focus on questions **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.	**5**

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Question	Question	Marks
	Section A: Psychology and organisations	
4	**To test commitment, Mowday et al. (1979) developed and validated the Organisational Commitment Questionnaire (OCQ). Three items from this questionnaire state:** • **I am willing to put in a great deal of effort beyond that normally expected in order to help this organisation be successful.** • **I am proud to tell others that I am part of this organisation.** • **I feel very little loyalty to this organisation.**	
4(a)	**Explain what is meant by 'organisational commitment'.** **Most likely answer** Quote from study: *Organisational commitment was defined here as the relative strength of an* ***individual's identification with and involvement in a particular organization****. It can be characterised by at least three related factors:* *(1) a strong belief in and acceptance of the organization's goals and values;* *(2) a willingness to exert considerable effort on behalf of the organization; and* *(3) a strong desire to maintain membership in the organization.* **Marks:** 1 mark for basic answer (bold above). 1 mark for elaboration/example (e.g. point from above).	**2**
4(b)	**Suggest <u>two</u> advantages of using a 7-point scale in the OCQ.** **Most likely answer** (other appropriate responses to be credited): **Advantages** • a seven point scale allows a wide range of responses from 'not at all justifiable' to 'totally justifiable' • a seven point scale includes a mid-point, which is neutral, so any participant who really feels neutral can choose this option. • a seven point scale will provide quantitative data that can be statistically analysed. **Marks:** 1 mark basic answer, 2 marks detailed answer/elaborationfor each. Note: answers must be related to the OCQ. If not 1 mark max for each advantage.	**4**

Question	Question	Marks
4(c)	**Give <u>two</u> reasons why the sample used in the validation of the OCQ was representative.** **Most likely answer** (other appropriate responses to be credited): Quote from study: 1 **Sample size**; *2563 employees working in a wide variety of jobs in nine different work organisations. In all, the array of both job classifications and work organizations is thought to be sufficiently broad to tap a reasonably representative sample of the working population* 2 **Wide range of occupations**: *Jobs include: publics employees, classified university employees, hospital employees, bank employees, telephone company employees, scientists and engineers, auto company managers, psychiatric technicians, retail management trainees.* **Marks:** 1 mark basic answer, 2 marks detailed answer/elaboration ×2.	**4**
4(d)	**Discuss the evidence suggesting that measuring organisational commitment using a questionnaire like the OCQ is useful. You should consider both sides of the argument and 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 detailed) **and** related to the question up to 4 max. **2** marks max for two strengths/weaknesses unrelated to the question. **1 mark** for conclusion. **Most likely answer** (other appropriate responses to be credited): **Advantages** • questionnaires can include a wide range of pertinent items that may not be included in a self report of an accident. • questionnaires can provide quantitative data which may allow comparisons to be made with other accidents of the same type. • questionnaires can provide qualitative data through open ended questions allowing a worker to report in detail what happened. **Disadvantages** • the questionnaire might be pre-written with items that do not apply or do not cover the specifics of a particular accident. • workers may not answer the questions truthfully if their job is at stake. • questionnaires may only give quantitative data; an open ended-question may be more revealing • questionnaires might include leading words. **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.	**5**

Question	Question	Marks
	Section B	
5(a)	**People who have been bitten by an animal may interpret this experience in different ways, and for some a phobia develops.** **Design a study using a questionnaire to investigate why people interpret the experience of being bitten by an animal in different ways.** **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 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:** explanations of phobias: cognitive (DiNardo et al., 1988) ***Psychological****:* *Some people develop a phobia of all dogs (generalising from one to all). Some people develop of phobia for the same type of dog that bit them, but no other. Some people do not develop any phobia with the view that it was just one 'unique' dog that bit them and other dogs are diifferent.* ***Methodological****:* explanation of method using general and specific features as above. **Note:** 2 marks max if psychological knowledge is not related to answer.	**8**

Question	Question	Marks
6(a)	**Design a field experiment to investigate the effect of different odours in a clothes shop.** **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**. **Specific features: Experiments**: type, IV, DV, controls, experimental design. **General 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 experiment 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:** effects of odour on shopper arousal and emotion (Chebat & Michon, 2003) ***Psychological****:* *Chebat and Michon (2003) tested the effect of ambient scents in a shopping mall environment. In the control wave, the shopping mall ambient olfactory atmosphere was not modified. During the second wave, a light pleasing scent was vaporized in the mall's main corridor. The ambient scent was diffused in the shopping mall's main corridor located between two major retailers. Anecdotally, Hollister releases a fragrance in their stores and the clothes often smell of this scent.* ***Methodological****:* explanation of method using general and specific features as above. **Note:** 2 marks max if psychological knowledge is not related to answer.	**8**

Question	Question	Marks
7(a)	**Design a study using an interview of people suffering from phantom limb pain to compare their current pain with their previous experience of pain in that limb.** **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 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:** definitions of pain: acute and chronic organic pain; psychogenic pain (phantom limb pain) ***Psychological****:* *More detail to be added here.* ***Methodological****:* explanation of method using general and specific features as above. **Note:** 2 marks max if psychological knowledge is not related to answer.	**8**

Question	Question	Marks
8(a)	**Design a study to investigate intrinsic motivation in workers in a factory making shoes.** **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 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:** intrinsic and extrinsic motivation ***Psychological****:* *Intrinsic motivation can include non-monetary rewards: praise, respect, recognition, empowerment and a sense of belonging.* ***Methodological****:* explanation of method using general and specific features as above. **Note:** 2 marks max if psychological knowledge is not related to answer.	**8**

Question	Question	Marks
	Section C	
9	***'Cognitive explanations of depression are too reductionist to be useful.'*** **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 depression; cognitive (Beck, 1979) **Most likely** (any other appropriate responses should be credited): **For:** • people are different and what applies to some people will not apply to many others. • there are alternative approaches (biological (chemical imbalance) and learned helplessness) • being reductionist may exclude the role of other contributory factors **Against:** • the cognitive explanation is useful because depression in many people is due to 'cognitive' factors which Beck identifies. • reducing to one explanation allows it to be studied more specifically to identify individual factors responsible. • useful because a treatment is based on this approach – cognitive restructuring.	**12**

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Question	Question	Marks
10	***'Situational factors affect behaviour in retail/leisure environments; individual factors do not.'*** **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:** retail/leisure environment design b leisure environments (Finlay et al., 2006) **Most likely** (any other appropriate responses should be credited): **Situation/agree:** • according to Kranes's playground model, casinos should include environmental elements designed to induce pleasure, legibility, and restoration. • Finlay et al. write "emotional reactions to the casinos were collected from 22 people who had gambled in all six casinos. Kranes-type casinos yielded significantly higher ratings than did Friedman type casinos on pleasure and restoration (relief from environmental stress). • future research should focus on design variations that can be built into a Friedman-type setting to enhance restoration. • research by Turley and Milliman also show many 'atmospherics' influence shopper behaviour. • this is environmental determinism **Individual/disagree:** • the 'situation' does not automatically influence all people (it isn't 100% effect). Some people remain an 'individual' seeing a leisure environment as fulfilling a function and nothing more. • the Friedman design of gambling environments support the above comment: people go to gamble and nothing more. • to study just situational variables is reductionist. Holistic approaches need to take into account structural and individual explanations also.	**12**

Question	Question	Marks
11	***'A clinical interview will always reveal more about pain than any psychometric measure.'*** **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: a self-report measures (clinical interview) **Most likely** (any other appropriate responses should be credited): **For**: • the patient knows how intense the pain is and the patient knows the type of pain they are experiencing. • the patient can explain and answer any question that may be asked. • any pain measure e.g. a visual analogue scale is vague and reduces pain intensity to a number. **Against**: • the patient uses vague terms "its really bad" and may not use words understood by a practitioner • a psychometric measure would be argued to be valid and realiable (such as the MPQ) • a psychometric measure can include different sections (e.g. MPQ) including more than a patient would describe or a practitioner ask questions about. • A pain observation e.g. UAB done reliably by a medical practitioner.	**12**

Question	Question	Marks
12	***'Measuring sabotage using a questionnaire will never provide useful data.'*** **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:** attitudes to work a workplace sabotage (Giacalone and Rosenfeld, 1987) **Most likely** (any other appropriate responses should be credited): **Not useful/agree:** • questionnaires will always be designed by management (or someone employed by them) to find out about workers, so workers suspicious rather than honest • questionnaires may produce quantitative data rather than (perhaps more useful) qualitative data • workers will be dishonest or provide socially desirable answers **Useful/disagree:** • a questionnaire can be anonymous (unlike an interview) and so answers can be truthful. • a questionnaire may provide indications of why sabotage is happening in an organisation • a questionnaire with open-ended questions may reveal useful information – allow an individual person to express their views (a whistleblower)	**12**