Cambridge Assessment International Education

Cambridge International AS & A Level

PSYCHOLOGY **9990/42**

Paper 4 Specialist Options: Application **May/June 2022**

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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **24** printed pages.

© UCLES 2022

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.

© UCLES 2022

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 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.

© UCLES 2022

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.

<table>
<tr><th colspan="3">Section A: Stimulus (Generic response descriptor)</th></tr>
<tr><th>Level</th><th>Marks</th><th>Level 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 × 2.
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 and holism; individual and 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.

© UCLES 2022

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 proposed 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. The candidate describes the study listed on the syllabus.

© UCLES 2022

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. • **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. • There is an imbalance of methodology and topic area/relevant study knowledge.
0	**0**	• No response worthy of credit

© UCLES 2022

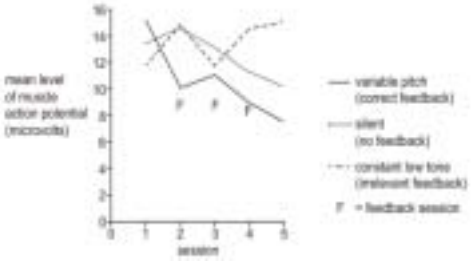
Question	Answer	Marks
	Section A	
1	**Schizophrenia can be treated with medical techniques and it can be managed with psychological techniques. Medical treatments include the use of electro-convulsive therapy (ECT) and drugs such as antipsychotics and atypical antipsychotics. Schizophrenia can be managed psychologically using token economy and cognitive-behavioural therapy (CBT).**	
1(a)	**Suggest <u>one</u> difference between medical and psychological techniques for treating and managing schizophrenia.** Most likely answer (other appropriate responses to be credited): • medical requires therapist to prescribe drug/treatment; psychological does not need prescription. Psychologist cannot prescribe drugs/ECT • patient is passive with medical techniques; patient is active with psychological • medical changes physiology; psychological changes thinking/behaviour Marks: 1 mark for each side of term. Note: Medical techniques can include ECT and psychological can include token economy and CBT.	**2**
1(b)	**Explain <u>two</u> differences between antipsychotic drugs and atypical antipsychotic drugs.** Most likely answer (other appropriate responses to be credited): • antipsychotics (first generation, 1950s), atypical antipsychotics (second generation, 1990s) • antipsychotics (typical side effects more likely: ExtraPyramidal Symptoms (EPS) and tardive dyskinesia (TD: abnormal facial, tongue and mouth movements). EPS includes: dyskinesia: (chewing movements); dystonia: (muscle rigidity); akathisia (inability to keep still) • atypical antipsychotics (atypical because side effects less likely, such as EPS and TD, but weight gain, heart disease and diabetes more likely) • typical: block neurotransmitters (dopamine and serotonin); atypical block but for shorter time (so fewer side effects) Marks: 1 mark for each side of term × 2. Antipsychotics more side effects, Atypical antipsychotics fewer side effects = 2 marks because both types are named correctly. No mark if they are not. Note: 0 marks for 'more effective' no evidence to suggest this is the case. 0 marks for descriptions.	**4**

Question	Answer	Marks
1(c)	**Explain how ECT is used to treat schizophrenia.** Most likely answer: • muscle relaxant given • electricity applied bilaterally or unilaterally • patient convulses (twitches because of muscle relaxant) • patient is unconscious, then wakes and recovers. Marks: 1 mark for each different (correct) point of *how it is used* to treat schizophrenia. Note: side effects etc. are irrelevant.	**4**
1(d)	**Discuss the strengths and weaknesses of psychological techniques to manage schizophrenia. You should include a conclusion in your answer.** Most likely answer (other appropriate responses to be credited): Strengths: • person has to be active in treatment, rather than passive • treatments aim to ease the symptoms; learn to cope • treatments such as CBT can be applied anywhere • no drugs are involved which cause side effects and are addictive Weaknesses: • some people prefer to be passive drugs, such as swallowing a pill is easy • drugs inhibit production of neurochemicals associated with schizophrenia • CBT still needs a therapist to supervise • more costly and time-consuming than giving drug 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. Marks: Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each strength/weakness (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.	**5**

Question	Answer	Marks
2	**Porublev et al. (2009) used interviews and observations in their investigation into gift-wrapping. In one semi-structured interview, a participant stated: 'What's the point of giving a gift if you are not going to wrap it?'**	
2(a)	**Explain <u>one</u> way in which a gift can be wrapped, when it is presented to a receiver.** Most likely answer (other appropriate responses to be credited): (from the study) gifts can be presented two ways; • wrapped in a non traditional manner (1 mark) where it may be difficult to determine that the gift is actually a gift, for example, through the use of plain brown paper (2 marks), or • the final way is to wrap a gift is in a traditional manner (1 mark) where the gift meets expectations of looking like a gift (2 marks) Marks: 1 mark for identification; 2 marks for elaboration/explanation 0 marks for unwrapped gift	**2**
2(b)	**Suggest <u>two</u> reasons why a semi-structured interview was used in this study.** Most likely answer (other appropriate responses to be credited): • using some set/fixed questions allows each participant to be asked the same thing (1 mark). For example they were asked 'do you prefer to receive gifts that are wrapped or unwrapped?' (2 marks) • semi structured allows additional questions to be asked (1 mark) [which may be closed or open] such as 'why do you prefer wrapped to unwrapped gifts?' (2 marks). Similarly: • if used, open ended questions allows participants to expand on their closed response (1 mark) for example 'why do you prefer wrapped to unwrapped gifts?' allows reason (2 marks) • if used, closed questions can include quantitative data (1 mark). For example asking the above question (answer yes/no) means numbers of each can be seen (2 marks) Marks**:** 1 mark for reason, 2 marks for 'in this study' × 2.	**4**
2(c)	**Suggest <u>two</u> features of the type of observation used in this study.** Most likely answer • Covert or overt: it is not stated in the study. Candidates can justify either. 0 marks if not justified. • Naturalistic as the observation is at a gift-wrap stall. • Non-participant as the observer was not wrapping the gift. • Structured as the observer was looking to see whether people paid to have their gifts wrapped or not. Marks: 1 mark for correct identification of feature, 2 marks for 'in this study' × 2 Note: 1 mark for correct 'in this study' if feature of observation is not identified.	**4**

Question	Answer	Marks
2(d)	**Discuss the strengths and weaknesses of using observations to assess gift wrapping preference. You should include a conclusion in your answer.** Most likely answer (other appropriate responses to be credited, such as eye movement patterns): Advantages: • A covert observation means the person is unaware they are being observed and so behaves naturally • Observation of the giving of a gift is real life (naturalistic) so genuine behaviour • Observations can have more than one observer so reliability of observations can be checked. • A structured observation means that observers know exactly what they are looking for Disadvantages: • A covert observation may mean that an observer misses a behaviour (person being observed moves out of view) • A structured observation may not account for new or unexpected behaviour • A naturalistic observation does not require consent, but on receiving a gift a person may behave in a way they would not wish to be recorded (a hug, kiss?) • If observing behaviour only what is said between giver and recipient is not recorded 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. Marks: Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each strength/weakness (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.	**5**

© UCLES 2022

Question	Answer	Marks
3	**Biofeedback can be used for the management of stress. Budzynski et al. (1969) used biofeedback to reduce tension headaches.** **Three conditions were used:** • **variable pitch (correct feedback)** • **constant low tone (irrelevant feedback)** • **silent (no feedback).** **The results of the study are shown in Fig. 3.1.**  	
3(a)	**Outline what is meant by biofeedback, using an example.** Most likely answer (other appropriate responses to be credited): A technique where people control their own biological functions. For example, GSR measures skin conductance which changes with levels of physiological arousal. A tone or meter reading shows levels. By relaxing, tone of meter reading can be lowered. Marks: 1 mark for partial answer 2 marks detailed answer/elaboration/ example. Must include physiological and psychological for 2 marks.	**2**
3(b)	**Give <u>two</u> findings from the data in Fig. 3.1.** Most likely answer (other appropriate responses to be credited): • The mean level for 'feedback' starts high at session 1 and ends as lowest at session 5 • The low tone condition begins as lowest in session 1 and ends as highest by session 5 • The silent condition begins as 'middle' in session 1 and ends as 'middle in session 5 Marks: 2 marks for detailed statement as indicated above. Numbers are not needed for full marks, although they can be added to confirm 2 marks.	**4**

Question	Answer	Marks
3(c)	**Suggest <u>two</u> techniques that can be used for the management of stress, other than biofeedback.** Most likely answer (other appropriate responses to be credited): • the use of biochemical (medical) techniques (1 mark) for example, antidepressants are often prescribed for anxiety. Prozac (an SSRI) is common (+ 1 mark). • the use of imagery and relaxation (1 mark) such as used in the study by Bridge et al. • stress inoculation training (SIT) (1 mark) Meichenbaum (1985) also creditworthy. Marks: 1 mark for identification of alternative, + 1 mark for detailed answer/ elaboration × 2	**4**
3(d)	**Discuss the strengths and weaknesses of using biofeedback for the management of stress. You should include a conclusion in your answer.** Most likely answer (other appropriate responses to be credited): Advantages: • people control the treatment themselves • people can apply it wherever they are • it gives feedback i.e. there is visual or auditory feedback of the level of stress the person is experiencing and this can be rewarding. Disadvantages: • people may prefer to have a medical treatment; a medically qualified person treating them • people may not be 'good' at biofeedback. They have to be active for the procedure to work and they may prefer to be passive • biofeedback needs time to become proficient; it isn't a quick 'take a drug' solution 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. Marks: Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each strength/weakness (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.	**5**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Job design involves matching work processes to improve a worker's interest in the task and to improve productivity. It can involve job rotation, job enrichment and job enlargement.</td><td></td></tr>
<tr><td>4(a)</td><td>Explain what is meant by the term 'job rotation'.

Most likely answer (other appropriate responses to be credited):
• job rotation keeps the worker at the same level of responsibility; there is simply a change in task to be done. There is variation and so reduces boredom, but it is unlikely to improve job satisfaction. Unlikely to involve change in skill level. Rotation done variably.

Marks: 1 mark basic answer (simple description), 2 marks detailed answer/ elaboration.</td><td>2</td></tr>
<tr><td>4(b)</td><td>Suggest <u>one</u> similarity and <u>one</u> difference between job enrichment and job enlargement.

Most likely answer (other appropriate responses to be credited):
<table><tr><td></td><td colspan="2">similarity</td><td colspan="3">difference</td></tr><tr><td>Enrichment</td><td>more jobs/tasks</td><td>more variety; increased satisfaction</td><td>increased, new skills</td><td>more responsibility</td><td>vertical extension</td></tr><tr><td>Enlargement</td><td>more jobs/tasks</td><td>more variety</td><td>skill level same</td><td>same responsibility</td><td>horizontal extension</td></tr></table>
Marks: 1 mark basic answer, 2 marks detailed answer/elaboration (as above)</td><td>4</td></tr>
</table>

Question	Answer	Marks
4(c)(i)	**Suggest <u>one</u> way in which worker satisfaction can be measured using a psychometric test.** Most likely answer (other appropriate responses to be credited): • the Minnesota Satisfaction Questionnaire (MSQ) measures satisfaction with work environment. The long version takes 15–20 minutes to complete, using 100 satisfaction items. Weiss et al. (1967) say it is both reliable and valid. It can be completed as a postal questionnaire or in an interview setting. 5 point scale: very dissatisfied to very satisfied. • the Quality of Work Life evaluation scale (QWL scale, Walton, 1974) 35 questions over 8 categories using a 5 point scale very satisfied to very dissatisfied. • the Job Description Index (JDI) Smith et al. (1969) workers rate 5 facets: pay, promotions, co-workers, supervision and the work itself using a yes/no/don't know scale. Scoring positive 3, 1, 0 and negative 0, 1 and 3. Marks: 1 mark basic answer (no actual measure identified), 2 marks detailed answer/elaboration.	**2**
4(c)(ii)	**Suggest <u>one</u> way in which worker satisfaction can be measured, other than using a self-report.** Most likely answer (other appropriate responses to be credited): • observation of worker behaviour: behaviour towards job (e.g. meeting targets); behaviour towards co-workers, involvement in work-related activities, etc. • recording attendance/absenteeism, recording punctuality Marks: 1 mark basic answer, 2 marks detailed answer/elaboration.	**2**

Question	Answer	Marks
4(d)	**Discuss the strengths and weaknesses of measuring job satisfaction using an interview. You should include a conclusion in your answer.** Most likely answer (other appropriate responses to be credited): Strengths: • interviews allow people to present their side of the study in full detail • interviews can be done in a safe and private environment • an interview could be unstructured, allowing free interaction; it could be structured allowing management to cover 'essential' questions • the interview can be recorded providing evidence of what was said should it be needed. Weaknesses: • people may be reluctant to be interviewed about their job satisfaction • people may not tell the truth, hiding information or modifying it • people may not tell the truth for fear of management intimidation • people think they will be perceived as weak, inferior or inadequate by management. 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. Marks: Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each strength/weakness (however detailed) and related to the question up to 4 max. 2 marks max for two strengthes/weaknesses unrelated to the question. 1 mark for conclusion.	**5**

Question	Answer	Marks
	Section B	
5(a)	**Design a study to investigate the effectiveness of chemical/drug treatments (MAOIs, SSRIs) 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 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: treatment and management of depression: biological: chemical/ drugs (MAOIs, SSRIs) *Psychological:* For example: MAOIs inhibit the enzyme monoamine oxidase. This enzyme normally breaks down noradrenaline, serotonin and dopamine, but these neurotransmitters are not broken down, they stay at normal high levels and so 'reduce depression'. The Beck Depression Inventory (BDI) will also feature in this answer (as DV) *Methodological:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
6(a)	**Design an experiment to investigate age differences in brand recognition.** Note: age differences can be any. 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: 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: brand recognition in children (Fischer et al., 1991) *Psychological:* Brand recognition is extent to which a consumer can correctly identify a particular product or service just by viewing the product or service's logo, tag line, packaging or advertising campaign *Methodological:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
7(a)	**Design a study using a questionnaire to investigate gender differences in hypochondriasis.** 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**
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: misusing health services: misuse: hypochondriasis (Barlow and Durand, 1995) *Psychological:* Hypochondriasis is a fear of serious medical illness. Minor (or no) symptom is perceived as something more serious. Usually a trigger (even watching a fictional television programme) leads to there being a perceived threat. Usually has comorbidity with bipolar disorder and OCD. *Methodological:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
8(a)	**Design a study to investigate absenteeism on different days of the week in a food production factory.** 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: attitudes to work: absenteeism (Blau and Boal, 1987) *Psychological:* (Blau and Boal, 1987) have four types of absence: medical, career enhancing, normative (habitual response) and calculative use max permitted absences). *Methodological:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
	Section C	
9	***'The nature versus nurture debate is irrelevant when explaining depression.'*** **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 Most likely (any other appropriate responses should be credited): Relevant: • nature versus nurture is reductionist and can therefore be studied much more precisely than say psychoanalytic explanations • nature or nurture can allow research to focus on the cause of the depression • reasearch done on 'nurture' such as 'learned helplessness' other done on biological. Irrelevant: • People will suffer from depression whether it is nature or nurture • People's symptoms will be treated whether the cause is nature of nurture • The nature versus nurture debate is theoretical. It has no practical value • Nature versus nurture determines the type of treatment (drugs versus restructuring or REBT) • It might be that for some people the cause is 'nature' for others it is 'nurture'.	**12**

Question	Answer	Marks
10	***'In all advertising media, there is only <u>one</u> effective way to advertise a product, for example television.'*** **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 media (e.g. television, etc.); persuasive techniques Most likely (any other appropriate responses should be credited): Advantages: • Large numbers of most populations watch television • Television advertising can be focused (specific to one region or channel) or it can be general (to everyone) • Television advertising is the 'perfect' medium: not just a picture or words in a newspaper or poster). It has impact; can use 'celebrities' (see Yale model of communication) Disadvantages: • Some people may not have access to a television • Some people might not watch the channel the advert is on (watching streaming television) • Some people may not watch television advertising • Other forms of advertising may be better suited than TV, such as radio • Other forms of advertising might be specific (in a magazine; poster on student campus. Note: candidates can choose any medium, question has television as example.	**12**

Question	Answer	Marks
11	***'Psychological measures of stress are more valid and reliable than physiological measures.'*** **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: subjective: psychological measures: self-report questionnaires; physiological measures: recording devices and sample test Most likely (any other appropriate responses should be credited): Psychological more valid/reliable: • subjective (qualitative) data is important and should not be ignored by researchers; the person can explain how they feel and explain their stress • Physiological data can be correlational and so cause and effect cannot be assumed • One measure of physiological functioning is reductionist; other measures should be taken also • Physiological measures in isolation from psychological measures mean nothing: there are many causes of high blood pressure and an explanation is essential. Psychological not more valid/reliable: • physiological data (e.g. brain activity, hormone, etc.) is objective and not open to bias or opinion by the participant (or misinterpretation by experimenter) • the use of physiological recording devices provide consistent (reliable) measurement. E.g. a sphygmomanometer measures blood pressure on a standard scale • human physiological functioning is the same in all cultures: a cultural universal and so generalisations more likely.	**12**

Question	Answer	Marks
12	***'Belbin's team role types are the perfect way to categorise people into team roles.'*** **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 team roles: Belbin team inventory Most likely (any other appropriate responses should be credited): It is: • It has many features of a psychometric test: reliability and validity for example. • Its origins were in a number of psychometric tests, so it is just an extension of a psychometric test. • Psychometric tests often classify people into different types. This is exactly what the Belbin test does. • Belbin has nine team roles: thought-related, people-related and action-related, each of these is divided into three (thought related into plant, monitor-evaluator and specialist). Note: descriptions of these are supporting evidence; question is not a description of these roles. It is not: • Belbin himself says that it is not: the Belbin Inventory scores people on 'A tendency to behave, contribute and interrelate with others in a particular way.' • It analyses how people work together as a team. A psychometric test usually focuses on an individual person only. • Quote 'Observer Assessments provide independent evidence about an individual's Team Roles. A Self-Perception test is only as good as an individual's sense of personal realism. Some people answer in terms of how they would like to contribute rather than how they really behave.'	**12**

© UCLES 2022