Cambridge Assessment International Education

Cambridge International AS & A Level

PSYCHOLOGY **9990/43**

Paper 4 Specialist Options: Application **October/November 2021**

MARK SCHEME

Maximum Mark: 60

Published

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

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

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

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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

1 Components using point-based marking:

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

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

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

3 Annotation:

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

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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	Questions have one or two requirements **If 1 mark for one aspect: [1 mark max]** 1 mark for identification or statement. **If 2 marks for two aspects: [2 + 2 marks] 1 mark** basic answer. **2 marks** elaboration x2. **If 4 marks for one aspect: [4 marks] 1–2 marks** basic answer. **3–4 marks** detailed answer/elaboration. Partial answers score half marks (ie 4 to 2 or 2 to 1)
(c)	0–4	
(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.

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

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. • **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

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Question	Answer	Marks
	Section A: Stimulus question Psychology and abnormality	
1	**A woman was treated by Glover (2011) for kleptomania. She had a 14-year history of daily compulsive shoplifting and was treated with covert sensitisation. At a 19-month follow-up she was free of stealing behaviour apart from one lapse, and there were corresponding improvements in her self-esteem and socialisation.**	
1(a)	**Explain what is meant by 'covert sensitisation'.** **Most likely answer** (other appropriate responses to be credited): • Covert sensitisation is a form of behaviour therapy in which an undesirable behaviour is paired with an unpleasant image in order to eliminate that behaviour. • Desensitisation is opposite, so 0 marks. **Marks:** 1 mark for partial answer, 2 marks for elaboration/example. Example can be anything appropriate. **Note:** if above definition is given award 2 marks.	**2**
1(b)	**Outline how the aversive stimulus was used in the study by Glover (2011) to treat the woman's kleptomania.** **Most likely answers:** *quoting study* • It was decided to use imagery of nausea and vomiting **paired** with the act of stealing. • Episodes of imagery were used involving increasing nausea as she approached an article in a supermarket which she intended to steal, leading to vomiting as she lifted the article, with other shoppers' attention being attracted to her. • The vomiting and other unpleasant sensations ceased as soon as she replaced the article, turned away and left the shop **Marks:** 1–2 marks basic answer 3–4 marks detail/elaboration.	**4**

Question	Answer	Marks
1(c)	**Give <u>two</u> differences between covert sensitisation and imaginal desensitisation.** **Most likely answer** (other appropriate responses to be credited): **Difference:** **CS**: client imagines engaging in the event (e.g. stealing) and experiencing negative consequences (such as vomiting). **ID**: uses progressive muscle relaxation with imagery of successfully avoiding event (e.g. stealing) **Difference:** **CS**: person creates an imagined unpleasant association between addictive behaviour and unpleasant stimulus. **ID**: relaxation based. Imaginal desensitisation significantly decreased the heightened state of arousal and anxiety typically associated with gambling urges **Marks:** 1 mark for description, 2 marks for direct difference (e.g. X is and Y is) x2	**4**
1(d)	**Discuss the advantages and disadvantages of using covert sensitisation to treat impulse control disorders. You should include a conclusion in your answer.** **Marks:** Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each advantage/disadvantage (however basic/detailed) which is related to the question (max 4 marks). 1 mark for conclusion. 2 marks max for two strengths and two weaknesses unrelated to the question. **Conclusion:** any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. A conclusion is a 'decision reached by reasoning' and so a summary of points already made scores 0 marks. **Most likely answer** (other appropriate responses to be credited): **Advantages:** • Techniques can be applied by anyone, in any place at any time. • Behavioural techniques focus on alleviating the symptoms of ICD rather than the cause • Behavioural techniques are more likely to be generalised because all people can learn and 'unlearn' following the same principles • No medication is taken; the patient cannot become addicted to medication. • The therapist will guide the patient through the treatment. **Disadvantages**: • Behavioural techniques take time and effort from the person (unlike swallowing a pill) • The techniques do not cure the ICD, merely make it easier to live with • Behavioural techniques ignore the role of biochemicals • A therapist is needed which is more costly than taking a drug. • Sensitisation involves imagining something unpleasant in association with the event, so is 'negative' rather than imaginal desensitisation which is more 'positive'	**5**

Question	Answer	Marks
2	**Machleit et al. (2000) found that perceived crowding in shops, created by manipulating either human (social) density or spatial density, changed levels of pleasure and satisfaction.**	
2(a)	**Explain what is meant by 'perceived crowding'.** **Most likely answer:** *Quoting study* Perceived crowding is a result of physical, social, and personal factors that sensitize the individual to actual or potential problems arising from scarce space (Stokols, 1972). Crowding is a psychological state (density is a physical state) and so any answer must acknowledge the psychological component. The implication of this is that there are individual differences where one person might feel crowded and another person might not in the same circumstances. **Marks:** 1 mark for answer, 2 marks for elaboration/example.	**2**
2(b)(i)	**Explain the difference between 'human density' and 'spatial density'.** **Most likely answer** *Quoting study* **Spatial density**: Within the retailing context, for example, the amount of merchandise and fixtures as well as their configuration within the store could enhance or suppress perceived crowding associated with physical stimuli. **Human density:** The social (or human) dimension of crowding, on the other hand, concerns the number of individuals as well as the rate and extent of social interaction among people in a given environmental setting. **Marks:** 1 mark basic difference, 2 marks detailed answer/elaboration or use of example.	**2**
2(b)(ii)	**Outline the questionnaire that Machleit et al. (2000) used to measure perceived crowding.** **Most likely answer** *Quoting study* Perceived crowding (not density) was measured via the **eight-item**, **two-dimensional Likert-type scale** validated by Machleit et al. (1994). The four items in the human crowding dimension were 'The store seemed very crowded to me,' 'The store was a little too busy,' 'There wasn't much traffic in the store during my shopping trip' (**reverse coded**), 'There were a lot of shoppers in the store.' **(examples of questions)** Note: Any aspect related to the store, for example 'The store seemed very spacious' scores 0 marks as it is spatial, not human. **Marks:** 1 mark for each feature, features as highlighted above.	**2**

Question	Answer	Marks
2(c)	**Suggest how <u>one</u> model of the 'effects of ambience' explains how perceived crowding can make the ambience of a shop less pleasant.** **Most likely answer** (other appropriate responses to be credited): The Mehrabian and Russell (1974) pleasure/arousal/dominance (PAD) Model proposes that emotions can be measured along three dimensions: • **Pleasure** the degree to which a person is contented, happy, satisfied, pleased, relaxed, important, cares, hopeful. • **Arousal** the degree to which a person is stimulated, excited, jittery, aroused, frenzied, autonomous, wide-awake, controlling. • **Dominance** the extent to which a person feels in control of the situation (rather than being controlled) and is able to act freely. This leads to approach (like) or avoidance (dislike). Also possible is the cognition-emotion model. **Marks:** 1–2 marks for outline of model, 1–2 marks for application of above model to crowding.	**4**
2(d)	**Discuss the strengths and weaknesses of using questionnaires to investigate the effect of crowding when shopping in a retail store. You should include a conclusion in your answer.** **Marks:** Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each advantage/disadvantage (however basic/detailed) which is related to the question (max 4 marks). 1 mark for conclusion. 2 marks max for two strengths and two weaknesses unrelated to the question. **Conclusion:** any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. A conclusion is a 'decision reached by reasoning' and so a summary of points already made scores 0 marks. **Most likely answer** (other appropriate responses to be credited, such as eye movement patterns): **Strengths:** • Asking people directly means that participants are given the opportunity to express their feelings and explain their shopping behaviour rather than the researcher trying to work out reasons for their behaviour from other methods. • Relatively large numbers of participants can be involved relatively easily. Questionnaires are easy to replicate. • Data can be qualitative, but may also be quantitative depending on type of question. **Weaknesses**: • Some participants may provide socially desirable responses about the effect of crowding; not give truthful answers; respond to demand characteristics. • Closed/fixed choice questions may force people into choosing answers that do not reflect their true opinion and therefore may lower validity. • Researchers have to be careful about use of leading questions; it could affect the validity of the data collected.	**5**

Question	Answer	Marks
3	**The consequences of irregular treatment and poor inhalation technique for children with asthma are linked to more hospitalisations and increased morbidity. The 'Funhaler'™ is a novel spacer device for asthma, devised by Watt et al. (2003) which aims to improve adherence.**	
3(a)	**Describe how the Funhaler™ differs from other spacer devices.** **Most likely** *quoting study* • This device incorporates a number of features to distract the attention of children from the drug delivery event itself and to provide a means of self-reinforcing the use of effective technique. • it isolates incentive toys (spinner and whistle) in a separate branch to the standard inhalation • the design of the toys themselves ensures sufficient inspiratory resistance to minimise entrainment of inspired air through the toy circuit. • the design attempts to link the optimal function of the toys to deep tidal breathing pattern conducive to effective medication. **Marks:** 1 mark basic answer, 2 marks for elaboration/example. **Note:** 0 marks 'it is for children'	**2**
3(b)	**Suggest why the Funhaler™ is a 'behavioural technique' to improve adherence.** **Most likely answer** (other appropriate responses to be credited): Quoting from study • Funhaler is a 'toy' with spinner and whistle and the harder blown the louder the whistle and the more the toy spins • This is fun for a child and is positive reinforcement. • Positive reinforcement should lead to repetition of the action i.e. taking medication • Answers may include reference to Skinner **Marks:** 1 mark for basic statement up to 4 marks for detail and quality of elaboration/example	**4**
3(c)	**Suggest <u>two</u> reasons why children may <u>not</u> adhere and therefore fail to take prescribed medication.** **Most likely answer** (other appropriate responses to be credited): *Quoting study* The reasons suggested (by Watt et al., 2003) for poor compliance are varied, including • ignorance, • fear, • boredom, • forgetfulness, and • apathy. **Marks:** 1 mark for identification and 1 mark for outline x2	**4**

Question	Answer	Marks
3(d)	**Discuss the advantages and disadvantages of conducting studies on non-adherence in children. You should include a conclusion in your answer.** **Marks:** Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each advantage/disadvantage (however basic/detailed) which is related to the question (max 4 marks). 1 mark for conclusion. 2 marks max for two strengths and two weaknesses unrelated to the question. **Conclusion:** any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. A conclusion is a 'decision reached by reasoning' and so a summary of points already made scores 0 marks. **Most likely answer** (other appropriate responses to be credited): **Advantages** • children are young and naïve and so are more likely to behave naturally, even in laboratory experiments. • children will not question what is happening. • children are not adhering so studies involving children are as appropriate as adults as participants. **Disadvantages** • children may not understand complex instructions and if they do… • they may not be able to explain what they are thinking or how they feel. • children may not exercise the right to withdraw; they may not understand a debriefing. • children may be psychologically harmed by a study which may not be evident for many years.	**5**

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Question	Answer	Marks
4	**Fig. 4.1 is an example of a question about the quality of working life from the QWL questionnaire (Walton, 1974).** *How satisfied are you with the work influence on your family life/routine?* Very dissatisfied (1) | Dissatisfied (2) | Neither satisfied nor dissatisfied (3) | Satisfied (4) | Very satisfied (5) **Fig. 4.1**	
4(a)	**Explain what is meant by 'quality of working life'.** **Most likely answer** (other appropriate responses to be credited): Quality of Work Life (QWL) can be defined as an extent to which an employee is satisfied with personal and working needs through participating in the workplace while achieving the goals of the organisation. **Marks:** 1 mark basic answer, 2 marks detailed answer/elaboration/ example.	**2**
4(b)	**Outline <u>two</u> of the eight 'key components' used to assess quality of working life.** **Most likely answer** (other appropriate responses to be credited): Quote from study • Adequate and fair compensation (e.g. fair pay, extra benefits) • Safe and healthy environment (workload, process technology) • Development of human capacities (autonomy, performance evaluation) • Growth and security (professional growth, training) • Social integration (interpersonal relationships, discrimination) • Constitutionalism (workers' rights, freedom of expression) • Total life space (family, leisure) • Social relevance (proud of work, community integration) **Marks:** 1 mark for identification of component, 2 marks for elaboration of component (as in brackets above or an example) x2	**4**
4(c)(i)	**Suggest how the reliability of the QWL questionnaire could be assessed.** **Most likely answer** (other appropriate responses to be credited): • **Test-retest**: test given to workers initially and then given to the **same** workers again after a period of time (e.g. 1 month) and scores compared. • **Split half:** halve the 8 items into 1–4 and 5–8, or (i) Q1, Q3, Q5 etc and (ii) Q2, Q4, Q6 etc and then compare the scores from the two halves. **Marks:** 1 mark for identifying term, 2 marks for elaboration of how term can be implemented.	**2**

Question	Answer	Marks
4(c)(ii)	**Suggest how the validity of the QWL questionnaire could be assessed.** **Most likely answer** (other appropriate responses to be credited): • **concurrent validity** - compared with an alternative measure (e.g. Global Assessment Functioning Scale) • **Face validity** – it looks like it measures QWL. **Marks:** 1 mark for identifying term, 2 marks for elaboration of how term can be implemented.	**2**
4(d)	**Discuss the advantages and disadvantages of using a five-point scale to measure quality of working life. You should include a conclusion in your answer.** **Marks:** Question requires discussion; always plural of each argument, and always requires conclusion. 1 mark for each advantage/disadvantage (however basic/detailed) which is related to the question (max 4 marks). 1 mark for conclusion. 2 marks max for two strengths and two weaknesses unrelated to the question. **Conclusion:** any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. A conclusion is a 'decision reached by reasoning' and so a summary of points already made scores 0 marks. **Most likely answer** (other appropriate responses to be credited): Self-reports can include questionnaires and interviews. **Advantages** • a five-point scale allows a wide range of responses about QWL from 'very dissatisfied' to 'very satisfied' • a five-point scale includes a mid-point, which is neutral, so any participant who really feels neutral can choose this option. • a five-point scale will provide quantitative data that can be statistically analysed. **Disadvantages** • Some participants may provide socially desirable responses about QWL; not give truthful answers; respond to demand characteristics. • Closed/fixed choice questions may force people into choosing answers that do not reflect their true opinion and therefore may lower validity. • Researchers have to be careful about use of leading questions; it could affect the validity of the data collected.	**5**

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Question	Answer	Marks
	Section B	
5(a)	**Design a study to investigate the long-term effectiveness of applied tension.** **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: **any appropriate method**. **Specific features:** • **Experiments**: type, IV, DV, controls, experimental design. • **Observations**: type, setting, response categories, sampling frame, number of observers. • **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
5(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** applied tension (Ost et al., 1989) ***Psychological****:* At the sight of blood, blood pressure drops sharply often leading the person to faint (pass out). The way to counter the drop in blood pressure is to raise blood pressure. Ost et al. (1989) call the technique of raising blood pressure applied tension. It involves tensing the muscles in the arms, legs and body for about 10–15 seconds, relaxing for 20–30 seconds and then repeating both of these five times. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
6(a)	**Product placement can be used in different ways, in media such as films.** **Design a study to investigate which of three chocolate products placed in a film in different ways will be noticed <u>most</u> by participants.** **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: **any appropriate method**. **Specific features:** • **Experiments**: type, IV, DV, controls, experimental design. • **Observations**: type, setting, response categories, sampling frame, number of observers. • **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
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:** product placement in films (Auty and Lewis, 2004) ***Psychological****:* Product placement is where a branded product is given a prominent position in a scene in a programme or film. The study by Auty and Lewis is relevant because they studied children and placement of drinks. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
7(a)	**The health belief model provides many reasons to explain why people do not adhere to medical requests.** **Design a study to investigate which reasons for non-adherence are <u>most</u> common in people from different age groups.** **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: **any appropriate method**. **Specific features:** • **Experiments**: type, IV, DV, controls, experimental design. • **Observations**: type, setting, response categories, sampling frame, number of observers. • **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
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:** the health belief model (Becker and Rosenstock, 1974) ***Psychological****:* The health belief model is complex. Candidate could write about 'individual perceptions': perceived seriousness and perceived susceptibility. Alternatively about 'modifying factors' such as demographic variables, socio-psychological variables and cues to action. Alternatively about 'cues to action' such as media campaigns and advice from others. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
8(a)	**When goal-setting, some organisations set workers targets and some organisations do not.** **Design a study to investigate the extent to which setting targets motivates workers.** **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: **any appropriate method**. **Specific features:** • **Experiments**: type, IV, DV, controls, experimental design. • **Observations**: type, setting, response categories, sampling frame, number of observers. • **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
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:** goal-setting theory (Latham and Locke, 1984) ***Psychological****:* Latham and Locke outline 'SMART': goals should be specific, measurable, attainable/agreed, realistic/relevant and time-based. These are based on five principles: Clarity, Challenge, Commitment, Effectiveness and Task complexity. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
	Section C	
9	***'Even though little Hans was just one child, the psychoanalytic explanation of phobias 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:** psychoanalytic (Freud, 1909) **Most likely** (any other appropriate responses should be credited): **Can generalise:** • The psychoanalytic explanation of phobias applies to everyone; a cultural universal • The psychoanalytic explanation led to the development of ways in which fears and phobias can be explained • The principles, id, ego and superego, can be generalised, not necessarily the specific example. **Cannot generalise:** • People are different and what applies to many people will not apply to all. • The approach excludes the role of cognitive factors (such as the DiNardo example with fears of dogs) or behavioural explanations. • The case study of little Hans had weaknesses – claims that Hans was not a 'normal' child.	**12**

Question	Answer	Marks
10	***'There is no need to gather qualitative data when conducting studies on menu item position.'*** **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:** primacy, recency and menu item position (Dayan and Bar-Hillel, 2011) **Most likely** (any other appropriate responses should be credited): **No need** • The use of numbers and statistics allows direct comparison of participants in different conditions (gather data on items chosen from a menu) • Quantitative data can be objective – not open to subjectivity by the participant or misinterpretation by the experimenter (e.g. if eye tracking software is used) • Qualitative data is more prone to social desirability bias and might add nothing useful. **Need:** • Qualitative data may find out *why* a participant chose a particular menu item • Qualitative data can be in-depth, rich in detail, insightful and therefore not reductionist to a single IV. • Gathering qualitative data might result in a participant feeling that they have contributed something useful to a study.	**12**

Question	Answer	Marks
11	***'Young people have unrealistic optimism therefore do <u>not</u> think it is necessary to prevent stress.'*** **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:** unrealistic optimism (Weinstein, 1980); preventing stress (Meichenbaum, 1985) **Most likely** (any other appropriate responses should be credited): **For**: • Weinstein found the participants rated their own chances to be above average for positive events and below average for negative events i.e. students have unrealistic optimism. • Young people/students are generally fit and healthy and are not concerned with extending their lives • Lau et al. outline the 'enduring family socialisation model' where values learned as a child remain stable, and so are not open to change **Against**: • Some people do not have unrealistic optimism and believe it will happen to them. • Some people are hypochondriacs and assume minor ailments are major illnesses. They will undergo stress inoculation if it helps prevent stress. • Some people have a 'lifelong openness' view (Lau et al.) and are always open to persuasion – they have unrealistic optimism because they haven't yet been persuaded (providing information or fear appeal).	**12**

Question	Answer	Marks
12	***'Workers do <u>not</u> have the need to achieve; they just need to work hard to earn money.'*** **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:** achievement motivation (McClelland, 1965); intrinsic and extrinsic motivation **Most likely** (any other appropriate responses should be credited): **They do not:** • Extrinsic reward – work as means to end; no value in work, just a job that pays money • Extrinsic reward: more overtime leads to more pay • People can work without the need to be with other people; some jobs are isolating. • Satisfaction in life can be achieved in things other than work: family, etc. **They do:** • People need to achieve: job satisfaction is important; people take pride in the work they do • Achieving, such as meeting targets is self-rewarding, self-actualising • People can feel good about their role even if they do not earn much money • People have a need for affiliation – to work with, and get along with work colleagues	**12**