Cambridge Assessment International Education

Cambridge International AS & A Level

PSYCHOLOGY **9990/42**

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

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

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

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

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Section B: Design a study question part (a) (Generic response descriptor)		
Level	Marks	Level Descriptor
4	9–10	• The design is appropriate to the named investigation and is based on thorough psychological knowledge. • The design is accurate, coherent and detailed, and it tests the proposed investigation competently. • Four or five design features are included. The features are clearly applied to the design throughout the answer and the candidate clearly understands the main features involved in designing an investigation. • The response has proposed an appropriate design, has applied a range of relevant methodological design features with competence and shown clear understanding.
3	7–8	• The design is appropriate to the named investigation and is based on good psychological knowledge. • The design is accurate, coherent and detailed, and it tests the propose investigation competently. • Two or three design features are included. The features are often applied to the design and the candidate shows good understanding in places. • The response has proposed an appropriate design, has applied some relevant methodological design features and has shown good understanding.
2	4–6	• The design is mostly appropriate to the named investigation and is based on psychological knowledge. • The design is mostly accurate, coherent and detailed in places and it tests the proposed investigation. • Design features are limited in their understanding.
1	1–3	• The design may not be appropriate to the named investigation and use of terminology is sparse or absent. Basic psychological understanding is shown. • The design lacks coherence and is limited in understanding. • One or two appropriate design features are identified but incorrectly applied. • The response lacks detail.
0	0	• No response worthy of credit. 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. • 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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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td colspan="3">Section A: Stimulus question Psychology and abnormality</td></tr>
<tr><td>1</td><td>The Blood Injection Phobia Inventory (BIPI) is a questionnaire with items about phobic situations. The participants rate their cognitive, behavioural and physiological responses to these phobic situations on four-point scales. Fig. 1.1 shows one of these items.

Item 5. When I hear a conversation about blood.

<table>
<tr><td rowspan="2">Type of response</td><td rowspan="2">Response statement</td><td colspan="4">four-point scale</td></tr>
<tr><td>never</td><td>sometimes</td><td>almost always</td><td>always</td></tr>
<tr><td>Cognitive</td><td>I think I’m going to faint.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr>
<tr><td>Behavioural</td><td>I escape from the situation immediately.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr>
<tr><td>Physiological</td><td>Response X</td><td>0</td><td>1</td><td>2</td><td>3</td></tr>
</table>
Fig 1.1</td><td></td></tr>
<tr><td>1(a)</td><td>Suggest <u>one</u> physiological response statement that could be used for Response X in Fig. 1.1.

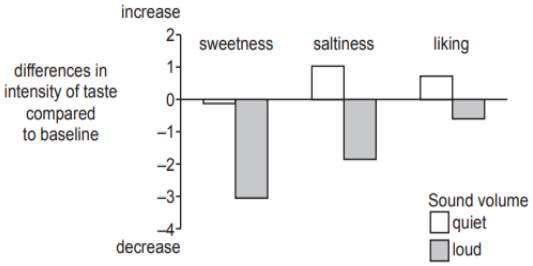
Most likely answer (other appropriate responses to be credited):
Answers from the original are:
(a) My heartbeat speeds up.
(b) My palms or armpits sweat.
(c) My muscles start to tense.
(d) I feel that I am getting dizzy.
(e) I breathe more quickly.
(f) I feel a cold sweat all over my body.
(g) I feel more blood pumping in my body.
(h) I feel my face is hot.
(i) I lose consciousness.
(j) I get pale.
(k) I faint.
(l) I feel a lump in my throat
(m) I feel stomach discomfort.
Note: Any other appropriate physiological statement/question to receive credit.

Marks: 1 mark for appropriate physiological response; +1 mark for ‘response statement’ i.e. worded as a statement. 0 marks for statement if physiological response is incorrect.</td><td>2</td></tr>
</table>

Question	Answer	Marks
1(b)	**Suggest <u>two</u> strengths of using a four-point scale to measure anxiety in people with blood injection phobia.** **Most likely answer** (other appropriate responses to be credited): • a four point scale allows a wide range of responses e.g. from 'never' to 'always' so allows individual differences in ratings of anxiety • a four point scale is 'simple' i.e. easy to choose from • a four point scale provides quantitative data that can be statistically analysed* • the BIPI is a four point scale – it is a psychometric test (valid, reliable, etc.) • a four point scale can be used over time to check improvement (1 mark) in a person trying to reduce anxiety of blood/injection phobia (+1 mark). **Marks:** 1 mark for correct answer (as above) +1 mark for related to study (examples as above) ×2 Note: quantitative data is NOT objective. Credit quantitative (as above)* but not 'it is objective' Note: do not credit 'general/overall less time consuming / easy/convenient'	**4**
1(c)(i)	**Suggest <u>one</u> way in which anxiety in people with blood injection phobia could be measured, other than using a rating scale.** **Most likely answer** (other appropriate responses to be credited): • Observation of the behaviour of the person with blood anxiety (1 mark) such what do they do when they see a pool of blood on the floor (+1 mark). • Clinical interview with the person with blood anxiety, (1 mark) asking questions about how they feel in certain situations such as 'When I see a pool of blood on the floor' (+1 mark) **Marks:** 1 mark identification of 'other way' +1 mark for relating to blood anxiety. **Note:** answers involving inventories/questionnaires (with rating scales) = 0 (BIPI is an Inventory) **Note:** credit answers using 'rating scales' on 'machinery' e.g. blood pressure, etc	**2**
1(c)(ii)	**Suggest <u>one</u> weakness with the measure you suggested in (c)(i).** **Most likely answer** (other appropriate responses to be credited): • Observation: cognitive responses cannot be observed; some physiological responses cannot be seen (1 mark) such as muscles tensing (1 mark) • Clinical interview: person may not tell the truth (1 mark) e.g. 'I'm going to faint' when they are not (1 mark) **Marks:** 1 mark for weakness +1 mark for relating to study. **Note:** if part (a) is incorrect then part (b) must also be incorrect.	**2**

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Question	Answer	Marks
1(d)	**Discuss the strengths and weaknesses of using quantitative data to assess blood injection phobia. You should include a conclusion in your answer.** **Most likely answer** (other appropriate responses to be credited): **Strengths:** • 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. **Weaknesses:** • a reason or explanation cannot be provided by participants • participants can feel uninvolved if they are not asked for an explanation • reducing a phobia to numbers is not perhaps what a patient would expect to happen. Note: do not credit demand characteristics – this is not a 'study' this is real life (and people with a real phobia) **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**

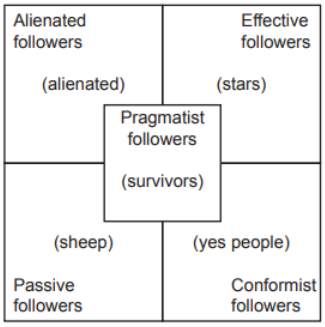
Question	Answer	Marks
2	**Results of Experiment 1 by Woods et al. on the effect of background noise on food perception are shown in Fig. 2.1:**  Fig. 2.1	
2(a)	**Identify the conditions (levels) of the independent variable from the data in Fig. 2.1.** **Most likely answer** (other appropriate responses to be credited): • The quiet condition (1 mark) and the loud condition (1 mark) Note: the study actually had three IVs, the third being 'no sound' which receives credit if mentioned. **Marks:** 1 mark for each correctly identified condition.	**2**
2(b)	**Outline <u>two</u> findings from the data in Fig. 2.1.** **Most likely answer** (other appropriate responses to be credited): • Sweetness is rated as being significantly lower in the loud condition (1 mark) than the quiet condition (+1 mark) or Sweetness rating loud –3 and quiet –0.2 (+1 mark) • Saltiness is rated as being significantly lower in the loud condition (1 mark) than the quiet condition (+1 mark) or saltiness loud –1.8 quiet +1 (credit approx. numbers) • Food liked more in the quiet condition (1 mark) than in the loud (+1 mark) or quiet +0.8, loud –0.6 (+1 mark) Note: any appropriate findings to be credited. **Marks:** 1 mark statement of finding. 1 mark for comparison **or** supporting data. ×2	**4**
2(c)(i)	**Explain the experimental design that was used by Woods et al. in Experiment 1.** **Most likely answer** (other appropriate responses to be credited): A repeated-measures design was used (1 mark) with Sound (Baseline, Quiet, Loud), as variables done by all participants (+1 mark). **Marks:** 1 mark identifying repeated measures, +1 mark for link to study.	**2**

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Question	Answer	Marks
2(c)(ii)	**Suggest <u>one</u> problem if an alternative experimental design had been used.** **Most likely answer** (other appropriate responses to be credited): Answer must be independent groups and so: • individual differences between participants might confound the result (1 mark) e.g. one participant may prefer saltiness another not (+1 mark) • both conditions are totally different so can't compare (1 mark) loud with quiet. Individual preferences/effects (+1 mark) • accept 'twice as many participants are needed' (1 mark) because there are two IV conditions (+1 mark) **Marks:** 1 mark identifying problem, +1 mark for link to study.	**2**
2(d)	**Discuss the strengths and weaknesses of using laboratory experiments to investigate the effect of background noise on consumer behaviour. You should include a conclusion in your answer.** **Most likely answer** (other appropriate responses to be credited, such as eye movement patterns): **Strengths:** • a laboratory experiment has an IV, DV and controls; • laboratory experiments are reductionist so one variable can be isolated and studied. • participants know they are taking part in a study (so give consent but not informed consent). • IV can be studied precisely using scientific equipment • extraneous situational variables can be controlled **Weaknesses:** • most consumer behaviour takes place in the real world and so studies should be conducted in the real world (rather than in a laboratory). • It may be reductionist to isolate variables to study (i.e. the IV) when many other variables that are controlled may contribute to consumer behaviour as a whole. • participants may respond to demand characteristics. **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
3	**Psychologists have developed their understanding of pain and how to manage it. Three different techniques to manage pain are:** • **'alternative techniques'** • **'psychological techniques'** • **'medical techniques'.** **There is a debate about which technique is most effective in managing pain.**	
3(a)	**Explain what is meant by the term 'pain'.** **Most likely** (quote from study) An unpleasant sensory and emotional experience (sensory and/or emotional discomfort) associated with actual or potential tissue damage, or described in terms of tissue damage, or both. **Marks:** 1 mark for basic explanation +1 mark for elaboration/example.	**2**
3(b)	**Outline <u>two</u> 'alternative techniques' that can be used to manage pain.** **Most likely answer** (other appropriate responses to be credited): • Acupuncture involves inserting between five and twenty fine stainless steel needles which are left in place for between ten to twenty minutes. The needle is inserted along a meridian line through which life energy or 'qi' is said to flow. • Stimulation therapy (TENS) involves electrodes placed on the skin causing stimulation (mild pain) which distracts the person from the original (worse) pain. **Marks:** 1 mark for identification of term, +1 mark for detailed answer/ elaboration ×2	**4**
3(c)(i)	**Outline how <u>one</u> 'psychological technique' can be used to manage pain.** **Most likely** (quote from study) Any one from: • attention diversion (1 mark) focusing on a non-pain related stimulus to be distracted from the pain. Can be active or passive. (+1 mark) • non-pain imagery (1 mark) tries to reduce pain by thinking about a pleasant mental scene (+1 mark) • cognitive redefinition (1 mark) where a person replaces negative thoughts ('it hurts') with positive thoughts ('it will soon be over'). **Marks:** 1 mark for identification of technique +1 mark for elaboration/ example.	**2**

Question	Answer	Marks
3(c)(ii)	**Give <u>one</u> difference between 'psychological techniques' and 'alternative techniques' to manage pain.** **Most likely answer** (other appropriate responses to be credited): Quoting from study • psychological techniques are active; alternative are more passive (TENS and acupuncture) • psychological techniques, when learned, last a lifetime. Alternative techniques need to be applied on each occasion (e.g. TENS or acupuncture). • psychological techniques can be done by the patient; alternative techniques need to be applied by a practitioner (e.g. acupuncture) **Marks:** 1 mark for each side i.e., 1 mark for 'psychological' statement and 1 mark for 'alternative' statement. 1 mark max if description for one side with 'the other doesn't'. 'mental v physical' = 1 mark if no elaboration.	**2**
3(d)	**Discuss the strengths and weaknesses of using 'medical techniques' to manage pain. You should include a conclusion in your answer.** **Most likely answer** (other appropriate responses to be credited): **Strengths:** • it is 'legitimate': requires a consultation or prescription from a qualified medical practitioner. • often easy to do, perhaps just swallow a pill. • works 'biologically', blocking receptors etc. depending on technique **Weaknesses:** • patient is passive in their own treatment • requires a consultation or prescription from a qualified medical practitioner. • psychological and alternative therapies may be as effective as medical treatments • requires medicine to be taken (ingested) • may be addictive (such as painkillers) **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
4	**The success of a leader could be due to how well followers can follow them. Kelley (1988) described the different qualities and types of followers and within this description he included a diagram. Fig. 4.1 is based on this diagram.**  **Fig. 4.1**	
4(a)	**Explain what is meant by 'followership'.** **Most likely answer** (other appropriate responses to be credited): The intentional practice on the part of the subordinate to enhance the synergetic interchange between leader and follower. **Marks:** 1 mark basic answer ('people who follow'), 2 marks detailed answer/ elaboration/example.	**2**
4(b)	**Explain <u>two</u> qualities of effective followers from Kelley (1988).** **Most likely answer:** • Self management: think critically, in control of one's actions, work independently • Commitment: commitment to goal, organisation • Competence: possession of high level of skills and attributes • Courage: effective followers hold their beliefs: they are loyal and honest. Stand up to leaders. **Marks:** 1 mark basic answer (identification of one of above), 2 marks detailed answer/elaboration/example. ×2 **Note:** these *qualities* are different from *types* of followers (see Fig. 4.1)	**4**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4(c)</td><td>
Give <u>two</u> differences between alienated followers (alienated) and conformist followers (yes people).

Most likely answer (other appropriate responses to be credited):

<table>
<tr><th>Yes people (conformist)</th><th>Alienated</th></tr>
<tr><td>active behaviour</td><td>passive behaviour</td></tr>
<tr><td>dependent thinking</td><td>independent, critical thinking</td></tr>
<tr><td>committed</td><td>not committed to the organisation</td></tr>
<tr><td>do not question leader</td><td>alienated always question</td></tr>
<tr><td>defend leader</td><td>challenge leader</td></tr>
<tr><td>avoid conflict</td><td>create conflict</td></tr>
</table>

Marks: 1 mark for basic difference (e.g. yes = active; alienated = passive) and 1 mark elaboration of difference (e.g. description of what terms mean) x2
Note: description of one then the other max 2 marks.
</td><td>4</td></tr>
<tr><td>4(d)</td><td>
Discuss whether Kelley's types of followers can be applied to all organisations. You should consider both sides of the argument and include a conclusion.

Most likely answer (other appropriate responses to be credited):

Can apply
• most organisations have leaders and followers
• the qualities followers possess apply to followers in all organisations
• the types of followers apply to all organisations

Cannot apply
• all organisations are different; what works in one may not work in another
• leaders are different and so follower behaviour will also be different
• Kelley’s model may be wrong; it needs to be tested in a wide range of organisations

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.
</td><td>5</td></tr>
</table>

Question	Answer	Marks
	Section B	
5(a)	**Design a study to investigate the effectiveness of a biomedical treatment (SSRIs) for obsessive-compulsive disorder (OCD).** **Marks:** use generic levels of response Design a study question part (a). **Additional**: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **any appropriate method**. **Specific features:** • **Experiments**: type, IV, DV, controls, experimental design. • **Observations**: type, setting, response categories, sampling frame, number of observers. • **Questionnaires/Interviews**: type, setting, example questions. Scoring/ rating scale, analysis of responses. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
5(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** biochemical (Grant et al., 2008) ***Psychological****:* The biochemical treatment using nalmefene is believed by Grant et al. (2008) to help reduce the urge to gamble. To test its effectiveness, participants were assessed to ensure they were suitable to participate. They were then randomly allocated to either a group receiving nalmefene or to a group receiving a placebo. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
6(a)	**When looking at a drinks menu in a restaurant, some people would choose the first item listed and some people would choose the last item listed.** **Design a study using a questionnaire to investigate whether drinks menu item choice is influenced by primacy or recency.** **Marks:** use generic levels of response Design a study question part (a). **Additional**: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **questionnaire**. **Specific features**: **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
6(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** primacy, recency and menu item position (Dayan and Bar-Hillel, 2011) ***Psychological****:* Primacy, recency and menu item position: trade publications on menu design suggest that 'people tend to remember the top two items on a list and the bottom item' and that 'the most frequently selected items are those in the first and last position in the category list.' (Primacy = first items, and recency = last or most recent items). This 'edge bias' was studied by Dayan and Bar-Hillel (2011) who manipulated the position of different foods on a restaurant menu. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
7(a)	**Design a case study to investigate whether providing information is an effective way to promote good dental health.** **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: **case study** **Typical features:** case studies: generally one unit/person; could be longitudinal (but not necessarily); could include a range of different methods to gather data observations, interviews, questionnaires; could include subjective and/or objective data; could include quantitative/qualitative data. **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:** strategies for promoting health; providing information (Lewin, 1992) ***Psychological****:* Lewin (1992) created the Heart Health Manual, providing information to people who had survived a heart attack to enable them to change their lifestyle to a more healthy one to try to prevent a future attack. Success reported: fewer returns to hospital for example. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
8(a)	**Tuckman outlined different stages of group development.** **Design a study using observation to identify whether a group in an organisation is 'forming' or 'norming'.** **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: **observation**. **Specific features**: **Observations**: type, setting, response categories, sampling frame, number of observers. **General features of research methodology**: sampling technique & sample, type of data, ethics, reliability, validity, data analysis.	**10**
8(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** group development (Tuckman, 1965) ***Psychological****:* Tuckman (1965) outlined four stages of group development: • Forming – where people come together • Storming – where people will present ideas (brainstorm) • Norming – when group members begin to agree • Performing – when the group function as a coherent unit • Adjourning – added by Tuckman (1977) The behaviour of people in these groups should be different – and observable. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
	Section C	
9	***'The cognitive explanation of phobias is better than all other explanations.'*** **To what extent do you agree with this statement? Use examples of research you have studied to support your answer.** **Marks:** use generic levels of response in table C. **Syllabus:** definitions, types, examples and case studies of schizophrenia and psychotic disorders **Most likely** (any other appropriate responses should be credited): **Better:** • cognitive explanations are reductionist and can therefore be studied much more precisely than e.g. psychodynamic explanations • 'everyone thinks' and so a cognitive explanation applies to everyone (e.g. people have negative thoughts which can be changed to positive thoughts) • cognitive explanations such as DiNardo's explain why people behave in certain ways, a strictly behavioural approach cannot. • cognitive explanations lead to cognitive therapies which have shown to be successful over many years **Not better** • other explanations may be more 'scientific'; cognitive explanations are based on what cannot be observed. • cognitive explanations are reductionist and do not take into account other explanations which together may provide a more holistic approach. • cognitive explanations are 'individual' rather than 'situational'	**12**

Question	Answer	Marks
10	***'Shopper movement patterns are of no use to understanding shopper behaviour.'*** **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:**); shopper movement patterns (Gil et al., 2009) **Most likely** (any other appropriate responses should be credited): **Useful:** • the study by Gil et al. (2009) shows people are shopper types and are predictable, so store design could follow these patterns • studies such as that by Gil used tags in real supermarkets so findings are ecologically valid. • Studies of movement patterns suggest how items in a store should be placed. • Studies of movement patterns shown how the store design such as layout should be organised. **No use:** • Shoppers may be one type on one occasion, a different type on another (depending on the reason for visiting a store). • Shoppers may behave differently in different types of store. The Gil et al. study was based on behaviour in a supermarket. • shoppers are influenced more by other variables, such as retail atmospherics and store interior layout (Vrechopoulos, 2004) • people sometimes shop on impulse rather than in predictable ways • shopper behaviour may be different in countries other than the UK (Gil et al. study)	**12**

Question	Answer	Marks
11	***'The strength of the Yale model of communication is its holism rather than its reductionism.'*** **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:** Yale model of communication **Most likely** (any other appropriate responses should be credited): **Reductionist:** • model is broken down into several components (source, message, medium, audience and situation) • breaking down allows each factor to be studied in more detail (e.g. isolating IV and controlling other factors) • different factors should be broken down because they are different. **Not reductionist:** • breaking down into individual aspects may lose sight of overall model (communication) • breaking down may not lead to a consideration of how each factor is inter-related with the others • other models do not break down into individual features.	**12**

Question	Answer	Marks
12	***'Having both LPI-Self and LPI-Observer questionnaires in the Leadership Practices Inventory (LPI) is of no practical value.'*** **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 leadership: Leadership Practices Inventory (Kouzes and Posner, 1987) **Most likely** (any other appropriate responses should be credited): **Value:** • not just one rater, but two • having an observer (manager) rating may reveal strengths and weaknesses not known to the self-rater • having self-rating may reveal strengths and weaknesses not known to the observer (manager) • the two can be compared for reliability. Also validity can be applied. **No value:** • leaders will lead and ratings can simply be ignored • 'self' may not be honest; 'observer' may not be honest • if an observer is rater, then it can lead to interpersonal conflict (if ratings are bad) • ratings of leaders may be irrelevant; adaptive leadership and situational leadership are more important.	**12**