



Cambridge International AS & A Level

PSYCHOLOGY

9990/41

Paper 4 Specialist Options: Application

October/November 2020

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 October/November 2020 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 **23** printed pages.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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Each option has three questions:

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

Section C: candidates answer one essay question from a choice of four, based on either of the two specialist options they have studied. There are 12 marks for this question.

Questions will require candidates to consider approaches, research methods and issues and debates. The questions will be based on two topic areas (a, b, c, d, e) covered within the chosen specialist option. The two topic areas for each specialist option will be different to the two topic areas assessed in Paper 3.

In order to achieve the same standard across all questions in a Section, the same generic mark schemes are used for each option. These mark schemes are as follows.

Section A: Stimulus (Generic response descriptor)		
(a)	0–2	1 mark for basic answer e.g. identification. 1 mark for elaboration/example.
(b)	0–4	Question always requires two ‘things’ 1 mark basic answer. 2 marks elaboration. Max 2 marks if only ‘one’ is answered.
(c)	0–4	Questions require either one or two ‘things’ If two: 1 mark basic answer. 2 marks elaboration. If one: 1–2 marks basic answer. 3–4 marks detailed answer/elaboration. If two required and only one provided, max 2 marks.
(d)	0–5	Question requires discussion . Question always plural of each argument. Question always requires conclusion. 1 mark for each for/against argument (however detailed) up to 4 max. 1 mark for conclusion. Note: If three (or more) arguments for one side, best two credited. If one side only, max 2 marks.
0	0	No response worthy of credit.

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/[both sides basic]. • 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. • [May describe relevant studies with minimal 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 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.

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.

Question	Answer	Marks
Section A: Stimulus question Psychology and abnormality		
1	The case study of little Albert An experimenter made a loud noise behind little Albert who jumped, gasped and raised his arms. The second time the experimenter did this, Albert trembled and almost cried. The third time, Albert cried suddenly. So the experimenter had shown that an emotional situation in the laboratory could produce fear and crying in a child.	
1(a)	Outline the psychological explanation of phobias on which this case study is based. Most likely answer (other appropriate responses to be credited): • Syllabus: explanations of phobias: behavioural (classical conditioning, Watson, 1920) • Outline of the behavioural approach and the basics of classical conditioning, perhaps writing about the UCS > CR, etc. Marks: 1 mark for basic answer e.g. identification. 1 mark for elaboration/example.	2
1(b)	Suggest <u>one</u> reason why this case study could be considered unethical. Most likely answer (other appropriate responses to be credited): • Psychological harm (1 mark): Albert was taught to be afraid; it made the boy cry (2 marks). • Informed consent: Albert could not give consent (but his nurse could). • No right to withdraw and no debrief. Marks: 1 mark for basic answer. 1 mark for elaboration/example.	2
1(c)(i)	Suggest <u>one</u> generalisation that can be made from this case study. Most likely answer (other appropriate responses to be credited): • The explanation of learning, i.e. classical conditioning (1 mark) Albert's phobia of associating animals with loud noises could be the way in which many people develop a fear of animals. • The process of association; how phobias can be learned. • Generalisations from one animal to others. Marks: 1 mark for basic answer. 1 mark for elaboration/example related to this study.	2

Question	Answer	Marks
1(c)(ii)	Suggest <u>two</u> reasons why the findings of this case study <u>cannot</u> be generalised. Most likely answer (other appropriate responses to be credited): • Albert was the only participant and so generalising from one child is problematic • Albert was claimed to have mental impairment • The study explains one phobia but might not explain all phobias Marks: 1 mark for basic answer. 1 mark for elaboration/example x2	4
1(d)	Discuss the advantages and disadvantages of conducting research on phobias in a laboratory. You should include a conclusion in your answer. Most likely answer (other appropriate responses to be credited): Advantages: • 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. Disadvantages: • Phobias usually apply to events in the real world and so studies should be conducted in the real world (rather than in a laboratory). • It might be reductionist to isolate variables to study when many other variables that are controlled in a laboratory might contribute to the phobia. • Participants might 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Question	Answer	Marks
Section A: Stimulus question psychology and consumer behaviour		
2	Wansink et al. (2005) investigated the effect of food names. Cathy: ‘I think I’ll have Traditional Cajun Red Beans with Rice and Grandma’s Zucchini Cookies for lunch today. What will you have?’ Julia: ‘I think I’ll have Grilled Chicken and Chocolate Pudding.’	
2(a)	Identify the <u>two</u> conditions of the independent variable (IV) in the study by Wansink et al. (2005). Answers: • Evocative, descriptive menu names (e.g. Succulent Italian Seafood Filet) and • ‘regular’ names (e.g. seafood filet). Marks: 1 mark for each correct identification.	2
2(b)(i)	Explain how the conditions of the IV were rotated (counterbalanced). Answer: Quote from study: ‘During the Tuesday and Friday lunch of each of the six test weeks, two of the items were presented with their regular name (e.g., grilled chicken); two items were presented with a descriptive name; and two items were not offered. For each of the next two weeks, the items and the conditions were systematically rotated until all menu items were presented in all conditions. The rotation was repeated in weeks four through six.’ Marks: 1 mark for basic answer. 1 mark for elaboration.	2
2(b)(ii)	Suggest why the conditions of the IV were rotated (counterbalanced). Most likely answer: (other appropriate responses to be credited): To control for extraneous variables: ‘The rotation was planned in order to minimise any unexpected variations that might affect either preferences or participation (such as blizzards, religious holidays or game days)’. Marks: 1 mark for basic answer (e.g. as a control). 1 mark for elaboration/example (e.g. as a control to avoid confounding, because changes in the weather might affect food choice).	2

Question	Answer	Marks
2(c)	The participants were asked open-ended questions, including ‘Comment on the food’. Suggest <u>one</u> strength and <u>one</u> weakness of using open-ended questions in this study. Most likely answer (other appropriate responses to be credited): Strengths • participants can say what they think about their experience (give the reasons why they made a certain food choice) • detailed and in-depth data can be gathered (researchers knowing more than just ‘seafood filet’). Weaknesses • participants may not give honest answers (may say ‘homestyle chicken’ to please the researchers; because that is what they think they should say). • the responses may be misunderstood or mis-categorised by the researcher (saying ‘because I like seafood’ doesn’t help because it can apply to both Succulent Italian Seafood Filet and seafood filet). • the researchers may not be able to write the answers quickly enough to be word-for-word. Marks: 1 mark for basic answer. 1 mark for elaboration/example x2	4

Question	Answer	Marks
2(d)	Discuss the advantages and disadvantages of conducting field experiments to investigate the effect of food names on consumers. Most likely answer (other appropriate responses to be credited): Advantages: • A field experiment has an IV, DV and controls. • Often participants do not know they are taking part in a study and so behave more naturally (in this study questionnaires were given after food choices had been made). • Most consumer behaviour takes place in the real world and so studies should be conducted in the real world (rather than in a laboratory). Disadvantages: • A field experiment may have variables that are more difficult to control than a laboratory experiment. • Often participants do not know they have taken part in a study at all so there is no consent (in this study there was because they were asked to complete questionnaires). • 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. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5
Section A: Stimulus question psychology and health		
3	Munchausen syndrome is an extreme type of factitious disorder. The case study by Aleem and Ajarim (1995) describes a patient with Munchausen syndrome, who first appeared to have an immune deficiency.	
3(a)	Explain what is meant by 'factitious disorder'. Most likely answer (other appropriate responses to be credited): Quote from study: 'Factitious disorders are characterized by physical or psychological symptoms that are intentionally produced or feigned in order to assume the sick role.' Marks: 1 mark for basic answer. 1 mark for elaboration/example	2

Question	Answer	Marks
3(b)	Identify <u>two</u> essential and <u>two</u> supporting diagnostic features of Munchausen syndrome, according to Aleem and Ajarim. Definitive answers: Quote from study: <i>Essential features</i> • Pathologic lying (pseudologia fantastica) • Peregrination (traveling or wandering) • Recurrent, feigned or simulated illness <i>Supporting features</i> Borderline and/or antisocial personality traits; Deprivation in childhood; Equanimity for diagnostic procedures; Equanimity for treatments or operations; Evidence of self-induced physical signs; Knowledge of or experience in a medical field; Most likely to be male; Multiple hospitalizations; Multiple scars (usually abdominal); Police record; Unusual or dramatic presentation. Marks: 1 mark for each correct answer x4.	4
3(c)(i)	Describe the result of <u>one</u> named physical examination used in this study. Most likely answer: Quote from study • Physical examination was consistent with bilateral femoral nerve palsy and investigations (ultrasound, computed tomographic [CT] scan) were suggestive of hematoma. • Anticoagulation was stopped and surgical evacuation was carried out and she recovered well except for residual partial left femoral nerve palsy. • She was also investigated for amenorrhea and it was suggested to be hypothalamic in origin • Physical examination during the current admission revealed an intelligent young female, afebrile, with normal pulse and blood pressure. • There were multiple scars over the abdominal wall and there was a tender, hot and indurated area (4 x 5 cm) over the lateral aspect of the right breast. There were two small tender lymph nodes palpable in the right axilla. The rest of the examination was normal. Marks: 1 mark for identification; 1 mark for result/finding. Simple answer: 'blood pressure' (1 mark) 'it was found to be normal' (1 mark)	2

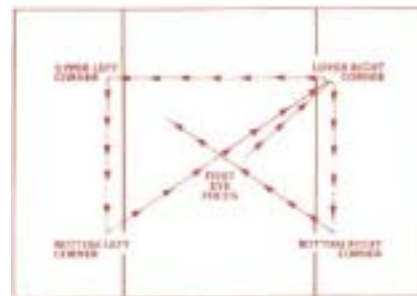
Question	Answer	Marks
3(c)(ii)	Suggest <u>one</u> advantage of a physical examination over a clinical interview, using an example from this study. Most likely answer (other appropriate responses to be credited): • A physical examination often uses ‘scientific equipment’ which gathers objective data. A clinical interview gathers subjective data about the experiences of the patient. • The physical examination cannot lie; a patient can. • A physical examination is done by the medically qualified person who knows what to look for. A clinical interview of the patient’s experience may lead the interviewer/medical practitioner to draw incorrect conclusions. Marks: 1 mark basic answer, 2 marks detailed answer/elaboration or use of example.	2
3(d)	Discuss the advantages and disadvantages of case studies to gather data on factitious disorders like Munchausen syndrome. You should include a conclusion in your answer. Most likely answer (other appropriate responses to be credited): Advantages: • The essential features of factitious disorders are likely to apply to other people. • A case study is a detailed investigation into one ‘thing’, the factitious disorder. • Unique cases can be understood which adds to knowledge about the disorder. • If many case studies produce similar results, it is possible to generalise. Disadvantages: • No standardised measurement can be taken for everyone with the disorder. • Various methodologies are often used: interviews, questionnaires, tests (psychometric, projective and physiological) which may not reveal anything / be useful. • Individual differences (or ‘everyone is unique’) in disorders means that what is applied to one person cannot always be applied to others. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Question	Answer	Marks
Section A: Stimulus question psychology and organisations		
4	Hackman and Oldham (1976) used several different ways to collect data for their job characteristics model: - the self-report Job Diagnostic Survey (JDS) was administered to groups of employees - supervisors and the researchers completed the Job Rating Form - members of management were asked to rate the work performance of each worker - absence data was obtained from company records.	
4(a)	Explain what is meant by the ‘job characteristics model’. Most likely answer (other appropriate responses to be credited): Quote from study: the conditions under which individuals will become internally motivated to perform effectively on their jobs. The model focuses on the interaction among three classes of variables: - the psychological states of employees that must be present for internally motivated work behaviour to develop; - the characteristics of jobs that can create these psychological states; and - the attributes of individuals that determine how positively a person will respond to a complex and challenging job. Marks: 1 mark for basic answer 1 mark for elaboration/example.	2
4(b)	Outline <u>two</u> psychological states identified by this model. Most likely answer (other appropriate responses to be credited): Quote from study: The three psychological states - experience meaningfulness of the work. (The degree to which the individual experiences the job as one which is generally meaningful, valuable, and worthwhile.) - experience responsibility for the outcomes of the work. (The degree to which the individual feels personally accountable and responsible for the results of the work he or she does.) - knowledge of the results of the work activities. (The degree to which the individual knows and understands, on a continuous basis, how effectively he or she is performing the job.) Marks: 1 mark for basic answer. 1 mark for elaboration/example (such as what is in brackets). x2	4
4(c)(i)	Suggest <u>one</u> strength of using absence data from company records. Most likely answers - Company records are ‘official’. - Company records are ‘objective’. If a person has been absent then it is fact. Marks: 1 mark for basic answer. 1 mark for elaboration/example.	2

Question	Answer	Marks
4(c)(ii)	Suggest <u>one</u> weakness of using members of management to rate each worker. Most likely answers • Management may not know the worker or understand the work the worker performs. • Management may have a ‘hidden agenda’. • Management may not record accurately, because they are not necessarily trained. Marks: 1 mark for basic answer. 1 mark for elaboration/example.	2
4(d)	Discuss the advantages and disadvantages of using self-reports to gather data on job satisfaction. You should include a conclusion in your answer. Most likely answer (other appropriate responses to be credited): Advantages • Asking people directly means that participants are given the opportunity to express their feelings and explain their behaviour rather than the researcher trying to work out reasons for their behaviour from other methods • Relatively large numbers of participants can be done relatively easily. Questionnaires are easy to replicate. Same for telephone interviews. • Data can be qualitative, but may also be quantitative depending on type of question Disadvantages • Some participants may provide socially desirable responses; 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 the validity. • Researchers have to be careful about use of leading questions; it could affect the validity of the data collected. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Question	Answer	Marks
Section B: Design question (a)=10 marks, (b)=8 marks		
5(a)	Design a study to investigate phobias of horses in boys. Marks: use generic levels of response Design a study question part (a). Additional: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: any appropriate method. Typical features: • Experiments: type, IV, DV, controls, experimental design. • Observations: type, setting, response categories, sampling frame, number of observers. • Questionnaires/Interviews: type, setting, example questions. Scoring/rating scale, analysis of responses. 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: explanations of phobias: behavioural (classical conditioning, Watson, 1920), psychoanalytic (Freud, 1909), biomedical/genetic (Ost, 1992), cognitive (DiNardo et al., 1988) Psychological: study of little Hans: psychoanalytic (Freud, 1909) is likely to feature, but the question allows any other explanation, as listed above, to be used as relevant psychological knowledge. Note: 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8

Question	Answer	Marks
6(a)	Design a laboratory experiment to investigate the effect of ‘eye magnets’ when choosing an item of food on a menu. 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. Typical features: Experiments: type, IV, DV, controls, experimental design. General features of research methodology: sampling technique & sample, type of data, ethics, reliability, validity, data analysis. Logically candidates will have an ‘eye-magnet’ condition and a non-eye magnet condition (IV) and using eye tracking compare the two movement patterns, the DV. Controls should be applied: one type of magnet such as font, controlling colour, graphics and borders.	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: menu design psychology – eye movement patterns, framing and common menu mistakes (Pavesic, 2005) Psychological: Quote from study: This is the typical eye movement over a three panel, two-fold menu; however, the pattern of eye movement is not fixed and can be altered and directed by ‘eye magnets’. Eye magnets are little graphic techniques that will attract the eye and guest’s attention. Some of the best examples are graphic boxes around menu items. Gaze motion patterns will vary according to the page format, graphics, layout and number of folds in the menu. Different styles of type fonts can be used as eye magnets. The use of colour in the font, graphics, and borders can also be used to attract attention. Note: 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8



Question	Answer	Marks
7(a)	Design a longitudinal study to investigate whether stress has a negative effect on 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: longitudinal study. Any method can be used, provided that the data gathered is over a period of time. Typical features: • Experiments: type, IV, DV, controls, experimental design. • Observations: type, setting, response categories, sampling frame, number of observers. • Questionnaires/Interviews: type, setting, example questions. Scoring/rating scale, analysis of responses. 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: physiology of stress and effects on health: the GAS Model (Selye, 1936) Psychological: Selye's third stage is exhaustion. The body cannot remain in a 'heightened state' and at some point, one or more parts of the system will break down. Effects can be high blood pressure, a haemorrhagic stroke; a myocardial infarction ('heart attack') and minor effects such as a stomach ulcer. Note: 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8

Question	Answer	Marks																																							
8(a)	Design a study to investigate how much time is spent managing group conflict by people at different levels of management. Marks: use generic levels of response Design a study question part (a). Additional: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: any appropriate method. Typical features: • Experiments: type, IV, DV, controls, experimental design. • Observations: type, setting, response categories, sampling frame, number of observers. • Questionnaires/Interviews: type, setting, example questions. Scoring/rating scale, analysis of responses. 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 conflict: managing group conflict (Thomas, 1976) Psychological: <i>The table below, item 1, shows the level of management and the percentage time dealing with conflict.</i> <table><tr><th colspan="6">Mean Responses to Items on the Importance of Conflict Management</th></tr><tr><th rowspan="2">Items</th><th rowspan="2">All Managers (N=258)</th><th colspan="3">Management Levels</th><th rowspan="2">F ^a</th></tr><tr><th>CEOs (N=116)</th><th>VPs (N=76)</th><th>MMs (N=66)</th></tr><tr><td>1. Percent of time dealing with conflict</td><td>20.95</td><td>18.19</td><td>21.05</td><td>25.67</td><td>p<.05</td></tr><tr><td>2. Changing importance of conflict management skills in last 10 years ^b (“far less” to “far more”)</td><td>4.96</td><td>4.87</td><td>5.07</td><td>5.00</td><td>n.s.</td></tr><tr><td>3. Importance of conflict management relative to other topics ^b (“far less” to “far more”)</td><td>4.45</td><td>4.36</td><td>4.42</td><td>4.62</td><td>n.s.</td></tr><tr><td>4. Conflict level in organiza- tion ^b (“too low” to “too high”)</td><td>4.27</td><td>4.01</td><td>4.47</td><td>4.50</td><td>p<.01</td></tr></table> Note: 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	Mean Responses to Items on the Importance of Conflict Management						Items	All Managers (N=258)	Management Levels			F ^a	CEOs (N=116)	VPs (N=76)	MMs (N=66)	1. Percent of time dealing with conflict	20.95	18.19	21.05	25.67	p<.05	2. Changing importance of conflict management skills in last 10 years ^b (“far less” to “far more”)	4.96	4.87	5.07	5.00	n.s.	3. Importance of conflict management relative to other topics ^b (“far less” to “far more”)	4.45	4.36	4.42	4.62	n.s.	4. Conflict level in organiza- tion ^b (“too low” to “too high”)	4.27	4.01	4.47	4.50	p<.01	8
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Question	Answer	Marks
Section C: Evaluation question = 12 marks		
9	<i>‘Exposure and response prevention is always successful in treating obsessive-compulsive and related disorders.’</i> 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: treatment and management of obsessive-compulsive and related disorders: exposure and response prevention (Lehmkuhl et al., 2008) Most likely (any other appropriate responses should be credited): For: • Lehmkuhl et al. successfully treated Jason using ERP; If one can be treated then so can all. • ‘Basic’ treatment can successfully be adapted to meet individual needs. • If ERP works with children then it should work with adults; Jason was 12 years old. • ERP involves facing fears step-by-step so no-one should ever have a problem (unlike flooding). Against: • Lehmkuhl et al. successfully treated Jason, but this is one child. Can’t generalise from one person. • It was a case study and Jason was unique. He also had autism. • No therapy works for everyone. Alternatives may be more appropriate.	12

Question	Answer	Marks
Section C: Evaluation question = 12 marks		
10	<i>‘Determinism: retail store architecture controls how shoppers behave.’</i> 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: A2 issue of determinism. Also relevant: retail store architecture (Turley and Milliman, 2000); leisure environments (Finlay et al., 2006); store interior layout (Vrechopoulos, 2004) Most likely (any other appropriate responses should be credited): Determines: • This is architectural determinism. It does influence customers. • Finlay et al. studied the effect on gambling of different gambling environments. • Vrechopoulos found the effect on shopper behaviour of different store layout designs. • Turley and Milliman report on various ‘atmospheres’: lighting, smell, etc. that influence purchase decisions. Does not determine: • People can exercise their free-will and make a choice about the environment they choose to shop in. • The Friedman casino design focused on the product (machine) believing it to be more important than the ‘atmosphere’. • Atmospheres may attract a person to a store/mall, but it is factors associated with the product (such as cost) that determines whether people will make a purchase.	12

Question	Answer	Marks
Section C: Evaluation question = 12 marks		
11	<i>‘All patients would rather disclose to a computer than a human, in order to be diagnosed.’</i> 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: patient and practitioner diagnosis and style: disclosure of information (Robinson and West, 1992) Most likely (any other appropriate responses should be credited): Computer: • A computer may be good at diagnosing simple or common illnesses. • People may prefer to give symptoms to a computer because the computer will not judge them. • People may prefer a computer for embarrassing problems/ illnesses. • Using a computer is simple, quick and does not take the time of a busy practitioner. Human: • Humans may have experience to deal with ambiguous symptoms/ rare illnesses that a computer may not be programmed to do. • People might prefer to give symptoms to a computer but they would wish a practitioner to make the diagnosis. • People may prefer to give symptoms to a computer but would they trust the treatment programme prescribed by a computer. • A human can chat, be patient-centred, whereas a computer cannot.	12

Question	Answer	Marks
Section C: Evaluation question = 12 marks		
12	<i>‘Job satisfaction can only be measured effectively using closed questions.’</i> 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 job satisfaction: including all three dash points Most likely (any other appropriate responses should be credited): For: • Closed questions provide respondents with possible answers making answering easier. • Closed questions will result in a final score which will place the respondent into a category (high, average, low, etc). • Closed questions can result in quantitative data, used for comparisons. Against: • Closed questions may be ambiguous and not fit the answer choices (want to respond ‘it depends’). • Closed questions gather numbers not any understanding that open-ended questions would provide. • A five- or seven-point scale gives an opt-out mid-point allowing some respondents to score midpoint for all responses.	12



Cambridge International AS & A Level

PSYCHOLOGY

9990/42

Paper 4 Specialist Options: Applications

October/November 2020

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 October/November 2020 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.

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.

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.

Section C: candidates answer one essay question from a choice of four, based on either of the two specialist options they have studied. There are 12 marks for this question.

Questions will require candidates to consider approaches, research methods and issues and debates. The questions will be based on two topic areas (a, b, c, d, e) covered within the chosen specialist option. The two topic areas for each specialist option will be different to the two topic areas assessed in Paper 3.

In order to achieve the same standard across all questions in a Section, the same generic mark schemes are used for each option. These mark schemes are as follows:

Section A: Stimulus (Generic response descriptor)		
(a)	0–2	1 mark for basic answer, e.g. identification. 1 mark for elaboration/example.
(b)	0–4	Question always requires two ‘things’ 1 mark for basic answer. 2 marks for elaboration. Max 2 marks if only ‘one’ is answered.
(c)	0–4	Questions require either one or two ‘things’. If two: 1 mark for basic answer. 2 marks for elaboration. If one: 1–2 marks for basic answer. 3–4 marks for detailed answer/elaboration. If two required and only one provided, max 2 marks .
(d)	0–5	Question requires discussion . Question always plural of each argument. Question always requires conclusion. 1 mark for each for/against argument (however detailed) up to 4 max . 1 mark for conclusion. NB 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 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.

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.

Section C: Essay/Evaluate (Generic response descriptor)

Level	Marks	Level Descriptor
NB: 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/(both sides basic). • 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. • (May describe relevant studies with minimal reference to the question).
0	0	• No response worthy of credit.

Section A: Stimulus question psychology and abnormality

Question	Answer	Marks
1	Miller (2010) proposed impulse control therapy which he developed from his feeling-state theory of impulse control disorders. This therapy uses what Miller calls the impulse control disorder protocol (ICDP), a procedure which uses a modified form of eye movement desensitisation and reprocessing (EMDR).	
1(a)	Explain what is meant by eye movement desensitisation and reprocessing (EMDR). Most likely answer (other appropriate responses to be credited): EMDR treatment involves identifying the trauma and the negative feelings and beliefs associated with the trauma. Eye movements are then used to process the trauma and feelings and install positive beliefs and feelings. Originally used to treat PTSD. 1 mark for basic answer (e.g. involves eye movements when treating) 2 marks for elaboration/example.	2
1(b)	Outline the procedure used in impulse control therapy, including reference to EMDR. Steps summarised from Table 1 of the study by Miller: 1 Obtain history, frequency, and context of compulsive behaviour. 2 Identify the specific aspect of the compulsive behaviour that has the most emotional intensity associated with it. 3 Identify the specific positive feeling linked with the compulsive behaviour, along with its rating on the PFS. 4 Locate and identify any physical sensations created by the positive feelings. 5 The client combines an image of performing the (a) compulsive behaviour, (b) the positive feeling, and (c) physical sensations. 6 Eye movement sets are performed (i.e. EMDR) while the client focuses on material (e.g., memory, feeling, image, sensation, thought) that was elicited during the prior set. NB this is the procedure in the first session, outlined by Miller. Also, credit anything referring to: 7 Homework 8 Second session: (steps 9–12) involving re-evaluations repeating steps 2–8 if needed 1–2 marks for partial detail. 3–4 marks for detail/elaboration/example. NB: full details are not expected, summaries are.	4

Question	Answer	Marks
1(c)(i)	Suggest <u>one</u> similarity between impulse control therapy and imaginal desensitisation. Most likely answer (other appropriate responses to be credited): • both ICT and ID are treatments for ICDs; • both ICT and ID involve a therapist conducting the treatment; • both ICT and ID require the patient to imagine exposure to the trauma; 1 mark for basic answer (as above). 1 mark for elaboration/example.	2
1(c)(ii)	Suggest <u>one</u> difference between impulse control therapy and imaginal desensitisation. Most likely answer (other appropriate responses to be credited): • ICT involves eye movements; ID involves progressive muscle relaxation (2 marks); • ICT involves eye movements ID does not = 1 mark; • ID involves progressive muscle relaxation ICT does not = 1 mark; 1 mark statement for one side + 1 mark for statement about other side (example as above). NB: Must give both sides to score 2 marks.	2

Question	Answer	Marks
1(d)	Discuss the strengths and weaknesses of using self-report data from people with addictions. You should include a conclusion in your answer. Most likely answer (other appropriate responses to be credited): Strengths • Asking people directly means that participants are given the opportunity to express their feelings and explain their 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. Same for telephone interviews; • Data can be qualitative, but may also be quantitative depending on type of question; Weaknesses • Some participants may provide socially desirable responses; 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 the validity; • Researchers have to be careful about use of leading questions; it could affect the validity of the data collected. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Section A: Stimulus question psychology and consumer behaviour

Question	Answer	Marks
2	The success of the disrupt-then-reframe (DTR) technique (Kardes et al., 2007) Experiment 1 shows that the DTR technique increases retail sales in a supermarket setting. Experiment 2 shows that the DTR technique increases the willingness to pay to join a student interest group. Experiment 3 shows that the DTR technique increases student support for a tuition fee increase.	
2(a)	Explain what is meant by the ‘disrupt-then-reframe’ technique. Most likely answers: From study: The disrupt-then-reframe (DTR) influence technique involves confusing consumers with a disruptive message and then reducing ambiguity by reframing the message. For example, quote from study ‘the price for note cards is 300 pennies’ (disruption/confusing message) then ‘that’s \$3. It’s a bargain’ (reframe) 1 mark for basic answer. 1 mark for elaboration/example.	2
2(b)(i)	Explain how an independent measures design was used in Experiment 1. Most likely answer (other appropriate responses to be credited): Quote from study: the confederate (acting as sales personnel) either used: - the DTR technique OR - employed a reframe-only (or request-only portion of the DTR technique) control script. This means that different people were randomly allocated to either the DTR or the re-frame only control condition. 1 mark for basic answer. 1 mark for elaboration/example.	2
2(b)(ii)	Suggest why this experimental design was used, rather than <u>one</u> other experimental design. Most likely answer (other appropriate responses to be credited): Using a repeated measures design would (i) alert any customer to the different techniques (they may become suspicious) and so the second technique would produce either no or invalid results. (ii) There might be carry-over effects from the first to the second condition and again the result would not be valid. 1 mark for basic answer. 1 mark for elaboration/example. NB must be linked to study for 2 marks.	2

Question	Answer	Marks
2(c)	Suggest <u>two</u> advantages of conducting field experiments, using examples from this study. Most likely answers (other appropriate responses to be credited): • The setting is natural/high ecological validity, e.g. the study is conducted in a supermarket; • The participant behaves naturally because they do not know they are participating in a study e.g. each of the confederates introduced himself or herself at a sales stand and the offer (buy candy at a special rate) and then proceeded with the appropriate sales script; • The task/request is congruous with the setting e.g. confederates made a request (of the participant) to buy a box of candy at a special rate; • The sample is more likely to be representative (of age and sex), e.g. people shopping in a supermarket: e.g. (43 males, 104 females) participated in the study. The sample had a mean age of 46 years; • The sample may be larger than in a laboratory, e.g. 147 persons participated. 1 mark for each correct advantage and 1 mark for each correct example from the study × 2.	4
2(d)	Discuss the ethics of using the disrupt-then-reframe technique to sell a product. You should consider both sides of the argument and include a conclusion. Most likely answer (other appropriate responses to be credited): For: • Sales people try to sell, and this is just one technique available from a wide range; • There are other techniques which involve 'psychological tricks' and this is no better or worse; • Can walk away if they are not happy or feel they have been manipulated in any way; Against: • Participants are 'tricked' (deceived) and this is unethical; • Maybe all sales techniques should be reviewed for 'ethics' such as purchase quantity decisions; • A stooge may bias results because of their appearance, their manner, or because of some other feature; • This is not a psychological study, which protects participants, but it is real life, with often little or no protection. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Section A: Stimulus question Psychology and health

Question	Answer	Marks
3	Fox et al. (1987) used token economy with miners. The yearly costs, adjusted for hours worked and inflation, resulting from accidents and injuries at the Navajo mine Fig. 3.1	
3(a)	Give <u>two</u> conclusions from Fig. 3.1. Most likely answer (other appropriate responses to be credited): • The number of accidents reduced when token economy was applied; • The costs due to accidents reduced following baseline; 1 mark for each correct statement. NB accept findings for conclusions. NB each conclusion must be different, not variation of same.	2
3(b)	Outline <u>two</u> measures of safety behaviour used to gather data in the study by Fox et al. (1987). Most likely answer: Quote from study: Four kinds of data were selected to represent most of what is important about safety at the mines. Two of these were traditional safety statistics: • the number of job-related injuries that cause a worker to be absent from work 1 or more days; • the total number of days absent from work because of injuries. Both measures are typically expressed in terms of a constant number (e.g. 1 000 000 of person-hours): • Frequency Rate, is considered to be an index of the frequency of more important injuries, whereas the second measure; • Severity Rate, is considered to be an index of the seriousness of injuries. Also credit: 'In addition, direct costs of injuries and accidents are considered to reflect verifiable costs of accidents and injuries. In the present case, direct costs included those incurred for compensation insurance, medical care for injured workers, and repairing damaged equipment. These figures were proportioned to the yearly number of person-hours worked and adjusted for inflation by multiplying them by the implicit price deflators published by the U.S. Department of Commerce (1971–1986).' 1 mark for identification of term. 1 mark for elaboration/outline of term × 2.	4

Question	Answer	Marks
3(c)	Explain <u>two</u> reasons why the decrease in costs between phase 1 and phase 2 may <u>not</u> be due to the token economy. Most likely answer (other appropriate responses to be credited): Quote from study: 'There are three relatively straightforward threats to the validity of the conclusions that the token economies produced the improvements in safety data': - the possibility that the contingencies may have caused workers not to report accidents and injuries; - the risk that natural variability might include some improvement even if the interventions did not occur; - the number of days lost from work and the number of lost-time injuries during the baseline period at the Shirley Basin Mine. These decreases, had they continued, might have produced improvements in safety data at that mine independently of the introduction of the token economy. 1 mark basic statement. 1 mark elaboration/description × 2.	4
3(d)	Discuss whether the findings of this study can be generalised. You should consider both sides of the argument and include a conclusion. Most likely answer (other appropriate responses to be credited): Can: - the principles of positive reinforcement (tokens) to make a behaviour more likely can be generalised; - the two mines were real-life situations not an 'artificial' laboratory experiment or simulation; - if this strategy works in mines, potentially dangerous working conditions, then it should work in situations that are less dangerous; - Large sample size: mine 1 (197 > 606 > 214) mine 2 (450–501); Cannot: - two mines is just one form of occupation and it doesn't mean that it will apply to all occupations; - the mines are located in one country whose workers might be motivated by tokens. In other countries safety might have much higher priority in workers and tokens not needed; - the Fox et al. study is thirty years old, so the findings may not generalise to workers/occupations in 2020. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Section A: Stimulus question psychology and organisations

Question	Answer	Marks
4	Fiedler (1967) proposed a contingency theory. Leader member relations: good or poor Task structure: high or low Position power: strong or weak.	
4(a)	Explain what is meant by a ‘contingency theory’ of leadership. Most likely answer (other appropriate responses to be credited): Contingency theories believe that the effectiveness of leadership depends (i.e. is contingent) upon the situation, and there are numerous factors, such as the nature of the task, leader's personality e.g. relationship-oriented or task-oriented and make-up of the group being led. 1 mark for basic answer. 1 mark for elaboration/example.	2
4(b)(i)	Explain how Fiedler used the Least-Preferred Co-worker (LPC) questionnaire. Most likely answer (other appropriate responses to be credited): Fiedler used the least-preferred co-worker (LPC) scale, a questionnaire with 16 negative through to positive items, where leaders are asked about the person with whom they least prefer to work. One item: Unfriendly 1 2 3 4 5 6 7 8 Friendly. This determines whether the leader is relationship-oriented (high LPC score) or task-oriented (low LPC score). 1 mark for basic answer. 1 mark for elaboration/example.	2
4(b)(ii)	Suggest <u>one</u> disadvantage of using this questionnaire with workers. NB: also accept answers for the question ‘Suggest one disadvantage if this questionnaire was used by workers’. Most likely answer (other appropriate responses to be credited): • a least preferred co-worker should never know they have been ‘chosen’ as the LPC, but if they found out or other workers found out then it could lead a change in attitude toward that worker and possibly lead to bullying; • asking anyone about the least preferred co-worker isn’t a very nice thing to do; • If workers used the LPC rather than leaders then workers may give more positive ratings to their co-workers; also possible is that more negative ratings might be given. 1 mark for basic answer. 1 mark for elaboration/example.	2

Question	Answer	Marks
4(c)	Explain how <u>one</u> alternative theory of leadership considers individual differences between workers. Most likely answers: The situational leadership approach argues that no single leadership style best fits all situations. Successful leaders are those who can adapt their leadership style to the group they are attempting to lead. Hersey and Blanchard suggested style is determined by leadership style (the way in which a leader takes into account individual differences in workers) and the maturity level of workers/followers (hence individual differences): Leadership styles (four styles) – Telling, Selling, Participating and Delegating: • telling (directing): high task (giving specific direction), low relationship; • selling (coaching): high task (explaining task direction), high relationship; • participating (supporting): low task, high relationship (sharing task decisions); • delegating: low task, low relationship (workers make task decisions); Maturity levels of workers (four levels) – High, Moderate (2 levels) and Low: • high follower maturity and high task readiness = delegating style (workers capable and willing); • low follower maturity and low task readiness = telling style (workers lack capability and are unwilling); • low to moderate readiness = participating style (workers capable but unwilling/insecure); • moderate to high readiness = selling style (workers lack capability but are willing). 1–2 marks for basic answer (general sentence or two) 3–4 marks for elaboration/example (e.g. using terminology/theory as shown above and 4 mark answers must show how the theory relates to individual differences).	4

Question	Answer	Marks
4(d)	Discuss the usefulness of theories of leadership to the management of an organisation. You should consider both sides of the argument and include a conclusion. Most likely answer (other appropriate responses to be credited): Useful: • if the company owner can identify the best leadership style for their workers then the best person for the job can be appointed; • if a leader (or manager) knows about styles then they can adapt their style to be a better leader/manager; • if leaders are more effective then this has positive benefits for the workers perhaps resulting in more cohesive worker relationships; • if leaders are more effective then production levels can be increased; Less useful: • theories needs to be shown to be effective in practise and not all theories apply and so are less useful; • a leader/manager may have read about a theory and try to change style to be something they are not. This can have consequences for both leader and worker; • a leader may try to impose a style that isn't appropriate onto the way in which workers are treated. This would result in job dissatisfaction; • categorising workers into four maturity levels (for example) is good, but not all workers fit into just one category so the explanation is less useful. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Section B: Design question (a) = 10 marks, (b) = 8 marks

Question	Answer	Marks
5(a)	Design a study using an observation to investigate the characteristics of addiction in people with kleptomania. 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, number of observers. 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). NB If only methodological or psychological explanation is provided max 5 marks. Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. Additional: candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part (a). Syllabus: characteristics of ICDs and non-substance addictive disorder; types: kleptomania, pyromania (Burton et al., 2012) and gambling disorder. Psychological: - characteristics of addiction (Griffiths) include: salience, euphoria, tolerance, conflict, withdrawal and relapse and these should feature in the answer; - kleptomantic behaviours as illustrated by (some of) the above features. Note that ‘increase of tension before/release after’ may also be observed rather than sensations of euphoria. NB 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8

Question	Answer	Marks
6(a)	Design a study to investigate the effect of musical style on spending in different types of restaurant. Marks: use generic levels of response ‘Design a study’ question part (a). Additional: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is any appropriate method. Typical features: • experiments: type, IV, DV, controls, experimental design; • observations: type, setting, response categories, sampling, 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. NB North et al. used only one type of restaurant; this design must use several so IV etc., will be different.	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). NB 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: music in restaurants (North et al., 2003). Psychological: North et al. played classical, pop and no music (IVs) in a restaurant for three weeks. Many variables were controlled, such as menu, temperature, etc., DV was amount of money spent on food and drink. NB 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8

Question	Answer	Marks
7(a)	Design a study using an interview to investigate the causes of stress at work in nurses. Marks: use generic levels of response ‘Design a study’ question part (a). Additional: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is interview. Specific features: 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). NB 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: causes of stress: work (Chandola et al. 2008). Psychological: Chandola et al. studied people working for the UK Government and from 1985–2004 gathered data by questionnaire and clinical examination. It was found that work stress was associated with lack of exercise and poor diet, with being younger (under 50 years). NB 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8

Question	Answer	Marks
8(a)	Design a study to investigate which type of ‘need for achievement’ is <u>most</u> likely to motivate 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 is any appropriate method. Typical features: • experiments: type, IV, DV, controls, experimental design; • observations: type, setting, response categories, sampling, 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). NB 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: achievement motivation (McClelland, 1965). Psychological: McClelland outlines three needs: Need for achievement – the need to get a job done, to master a task, to be successful. Need for affiliation – the need to be liked and accepted by other people; Need for power – being influential in the lives of others. Need to avoid failure is also a possibility. NB 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8

Section C: Evaluation question = 12 marks

Question	Answer	Marks
9	<i>‘Medical techniques, such as drugs, can treat all patients with depression effectively.’</i> 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: treatment and management of depression; biological: chemical/drugs (MAO, SSRIs). Most likely answer (any other appropriate responses should be credited): For: - the use of drugs is quick and easy – simply swallow a pill and nothing else; - drugs can help by relieving the symptoms of depression; - drugs do work. Kahn et al. (1986) found benzodiazepines, for example, were more effective than a placebo; - drugs do not need relaxation techniques, cognitive therapies or any other time-consuming exercises; Against: - drugs can remove the cause of depression (if the cause is biochemical), otherwise do not cure, merely make the symptoms easier to live with; - drugs are addictive and so are not good for treating a person long-term; - drugs may be costly; - alternative cognitive-behavioural techniques can be used such as those by Beck and Ellis.	12

Question	Answer	Marks
10	<i>‘Determinism: Retail ambience may affect shoppers’ emotional states, but does not determine their reason to shop.’</i> 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: models of effects of ambience: pleasure-arousal and cognition-emotion. Most likely answer (any other appropriate responses should be credited): Determines: • this is architectural determinism. It does influence the emotional state of the consumer, which in turn causes behavioural changes, both positive (<i>approach</i>, buy more, stay longer etc.) and negative (<i>avoid</i>, buy less, leave earlier etc.); • Mehrabian and Russell (1974) propose the Pleasure/Arousal/Dominance (‘PAD’) model, the emotions experienced by shoppers; • Lazarus (1991) A stimulus in the environment/situation can be consciously or unconsciously processed (our appraisal of it) and this leads us to be aroused and experience emotion. This is the cognition-emotion model; • The emotion-cognition model also applies as does Bitner’s ‘serviscape’. Does not determine: • people can exercise their free-will and make a choice about the environment/store they choose to shop in; • there are many other factors that determine people’s emotions rather than just the retail atmosphere (e.g. it is close to home); • atmospheres may attract a person to a store/mall, but it is factors associated with the product (such as cost) that determine whether people will make a purchase.	12

Question	Answer	Marks
11	<i>‘Physiological measures of stress are much more useful than psychological measures.’</i> 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: measures of stress — physiological measures: recording devices and sample tests (Wang et al., 2005, Evans and Wener, 2007) — psychological measures: self-report questionnaires (Holmes and Rahe, 1967; Friedman and Rosenman, 1974) Most likely answer (any other appropriate responses should be credited): More useful: • 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. Less useful: • 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, e.g. there are many causes of high blood pressure and an explanation is essential.	12

Question	Answer	Marks
12	<i>‘Situational leadership is irrelevant if the individual leader is a universalist ‘great man or woman’.</i> To what extent do you agree with this statement? Use examples of research you have studied to support your answer. Marks: use generic levels of response in Table C. Syllabus: traditional and modern theories of leadership – universalist and behavioural theories; situational leadership (Hersey and Blanchard, 1988). Most likely answer (any other appropriate responses should be credited): Irrelevant: • it is claimed that the individual ‘great-person’ leader is born rather than made and is a ‘natural’ leader; • natural leaders will have followers because of their charisma and followers will do anything in support of such leaders; • natural leaders will have insight and do not need training; they can lead in any situation. Their leadership skills are ‘universal’; Against: • universal leaders may have abilities but often do not apply in specific work situations; • many work situations are unique and to be successful specific characteristics of that situation need to be applied; • workers have different needs and attitudes. A situational leader will adapt to get the best out of workers.	12



Cambridge International AS & A Level

PSYCHOLOGY

9990/43

Paper 4 Specialist Options: Application

October/November 2020

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 October/November 2020 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 **23** printed pages.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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Each option has three questions:

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

Section C: candidates answer one essay question from a choice of four, based on either of the two specialist options they have studied. There are 12 marks for this question.

Questions will require candidates to consider approaches, research methods and issues and debates. The questions will be based on two topic areas (a, b, c, d, e) covered within the chosen specialist option. The two topic areas for each specialist option will be different to the two topic areas assessed in Paper 3.

In order to achieve the same standard across all questions in a Section, the same generic mark schemes are used for each option. These mark schemes are as follows.

Section A: Stimulus (Generic response descriptor)		
(a)	0–2	1 mark for basic answer e.g. identification. 1 mark for elaboration/example.
(b)	0–4	Question always requires two ‘things’ 1 mark basic answer. 2 marks elaboration. Max 2 marks if only ‘one’ is answered.
(c)	0–4	Questions require either one or two ‘things’ If two: 1 mark basic answer. 2 marks elaboration. If one: 1–2 marks basic answer. 3–4 marks detailed answer/elaboration. If two required and only one provided, max 2 marks.
(d)	0–5	Question requires discussion . Question always plural of each argument. Question always requires conclusion. 1 mark for each for/against argument (however detailed) up to 4 max. 1 mark for conclusion. Note: If three (or more) arguments for one side, best two credited. If one side only, max 2 marks.
0	0	No response worthy of credit.

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/[both sides basic]. • 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. • [May describe relevant studies with minimal 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 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.

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.

Question	Answer	Marks
Section A: Stimulus question Psychology and abnormality		
1	The case study of little Albert An experimenter made a loud noise behind little Albert who jumped, gasped and raised his arms. The second time the experimenter did this, Albert trembled and almost cried. The third time, Albert cried suddenly. So the experimenter had shown that an emotional situation in the laboratory could produce fear and crying in a child.	
1(a)	Outline the psychological explanation of phobias on which this case study is based. Most likely answer (other appropriate responses to be credited): • Syllabus: explanations of phobias: behavioural (classical conditioning, Watson, 1920) • Outline of the behavioural approach and the basics of classical conditioning, perhaps writing about the UCS > CR, etc. Marks: 1 mark for basic answer e.g. identification. 1 mark for elaboration/example.	2
1(b)	Suggest <u>one</u> reason why this case study could be considered unethical. Most likely answer (other appropriate responses to be credited): • Psychological harm (1 mark): Albert was taught to be afraid; it made the boy cry (2 marks). • Informed consent: Albert could not give consent (but his nurse could). • No right to withdraw and no debrief. Marks: 1 mark for basic answer. 1 mark for elaboration/example.	2
1(c)(i)	Suggest <u>one</u> generalisation that can be made from this case study. Most likely answer (other appropriate responses to be credited): • The explanation of learning, i.e. classical conditioning (1 mark) Albert's phobia of associating animals with loud noises could be the way in which many people develop a fear of animals. • The process of association; how phobias can be learned. • Generalisations from one animal to others. Marks: 1 mark for basic answer. 1 mark for elaboration/example related to this study.	2

Question	Answer	Marks
1(c)(ii)	Suggest <u>two</u> reasons why the findings of this case study <u>cannot</u> be generalised. Most likely answer (other appropriate responses to be credited): • Albert was the only participant and so generalising from one child is problematic • Albert was claimed to have mental impairment • The study explains one phobia but might not explain all phobias Marks: 1 mark for basic answer. 1 mark for elaboration/example x2	4
1(d)	Discuss the advantages and disadvantages of conducting research on phobias in a laboratory. You should include a conclusion in your answer. Most likely answer (other appropriate responses to be credited): Advantages: • 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. Disadvantages: • Phobias usually apply to events in the real world and so studies should be conducted in the real world (rather than in a laboratory). • It might be reductionist to isolate variables to study when many other variables that are controlled in a laboratory might contribute to the phobia. • Participants might 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Question	Answer	Marks
Section A: Stimulus question psychology and consumer behaviour		
2	Wansink et al. (2005) investigated the effect of food names. Cathy: ‘I think I’ll have Traditional Cajun Red Beans with Rice and Grandma’s Zucchini Cookies for lunch today. What will you have?’ Julia: ‘I think I’ll have Grilled Chicken and Chocolate Pudding.’	
2(a)	Identify the <u>two</u> conditions of the independent variable (IV) in the study by Wansink et al. (2005). Answers: • Evocative, descriptive menu names (e.g. Succulent Italian Seafood Filet) and • ‘regular’ names (e.g. seafood filet). Marks: 1 mark for each correct identification.	2
2(b)(i)	Explain how the conditions of the IV were rotated (counterbalanced). Answer: Quote from study: ‘During the Tuesday and Friday lunch of each of the six test weeks, two of the items were presented with their regular name (e.g., grilled chicken); two items were presented with a descriptive name; and two items were not offered. For each of the next two weeks, the items and the conditions were systematically rotated until all menu items were presented in all conditions. The rotation was repeated in weeks four through six.’ Marks: 1 mark for basic answer. 1 mark for elaboration.	2
2(b)(ii)	Suggest why the conditions of the IV were rotated (counterbalanced). Most likely answer: (other appropriate responses to be credited): To control for extraneous variables: ‘The rotation was planned in order to minimise any unexpected variations that might affect either preferences or participation (such as blizzards, religious holidays or game days)’. Marks: 1 mark for basic answer (e.g. as a control). 1 mark for elaboration/example (e.g. as a control to avoid confounding, because changes in the weather might affect food choice).	2

Question	Answer	Marks
2(c)	The participants were asked open-ended questions, including ‘Comment on the food’. Suggest <u>one</u> strength and <u>one</u> weakness of using open-ended questions in this study. Most likely answer (other appropriate responses to be credited): Strengths • participants can say what they think about their experience (give the reasons why they made a certain food choice) • detailed and in-depth data can be gathered (researchers knowing more than just ‘seafood filet’). Weaknesses • participants may not give honest answers (may say ‘homestyle chicken’ to please the researchers; because that is what they think they should say). • the responses may be misunderstood or mis-categorised by the researcher (saying ‘because I like seafood’ doesn’t help because it can apply to both Succulent Italian Seafood Filet and seafood filet). • the researchers may not be able to write the answers quickly enough to be word-for-word. Marks: 1 mark for basic answer. 1 mark for elaboration/example x2	4

Question	Answer	Marks
2(d)	Discuss the advantages and disadvantages of conducting field experiments to investigate the effect of food names on consumers. Most likely answer (other appropriate responses to be credited): Advantages: • A field experiment has an IV, DV and controls. • Often participants do not know they are taking part in a study and so behave more naturally (in this study questionnaires were given after food choices had been made). • Most consumer behaviour takes place in the real world and so studies should be conducted in the real world (rather than in a laboratory). Disadvantages: • A field experiment may have variables that are more difficult to control than a laboratory experiment. • Often participants do not know they have taken part in a study at all so there is no consent (in this study there was because they were asked to complete questionnaires). • 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. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5
Section A: Stimulus question psychology and health		
3	Munchausen syndrome is an extreme type of factitious disorder. The case study by Aleem and Ajarim (1995) describes a patient with Munchausen syndrome, who first appeared to have an immune deficiency.	
3(a)	Explain what is meant by 'factitious disorder'. Most likely answer (other appropriate responses to be credited): Quote from study: 'Factitious disorders are characterized by physical or psychological symptoms that are intentionally produced or feigned in order to assume the sick role.' Marks: 1 mark for basic answer. 1 mark for elaboration/example	2

Question	Answer	Marks
3(b)	Identify <u>two</u> essential and <u>two</u> supporting diagnostic features of Munchausen syndrome, according to Aleem and Ajarim. Definitive answers: Quote from study: <i>Essential features</i> • Pathologic lying (pseudologia fantastica) • Peregrination (traveling or wandering) • Recurrent, feigned or simulated illness <i>Supporting features</i> Borderline and/or antisocial personality traits; Deprivation in childhood; Equanimity for diagnostic procedures; Equanimity for treatments or operations; Evidence of self-induced physical signs; Knowledge of or experience in a medical field; Most likely to be male; Multiple hospitalizations; Multiple scars (usually abdominal); Police record; Unusual or dramatic presentation. Marks: 1 mark for each correct answer x4.	4
3(c)(i)	Describe the result of <u>one</u> named physical examination used in this study. Most likely answer: Quote from study • Physical examination was consistent with bilateral femoral nerve palsy and investigations (ultrasound, computed tomographic [CT] scan) were suggestive of hematoma. • Anticoagulation was stopped and surgical evacuation was carried out and she recovered well except for residual partial left femoral nerve palsy. • She was also investigated for amenorrhea and it was suggested to be hypothalamic in origin • Physical examination during the current admission revealed an intelligent young female, afebrile, with normal pulse and blood pressure. • There were multiple scars over the abdominal wall and there was a tender, hot and indurated area (4 x 5 cm) over the lateral aspect of the right breast. There were two small tender lymph nodes palpable in the right axilla. The rest of the examination was normal. Marks: 1 mark for identification; 1 mark for result/finding. Simple answer: 'blood pressure' (1 mark) 'it was found to be normal' (1 mark)	2

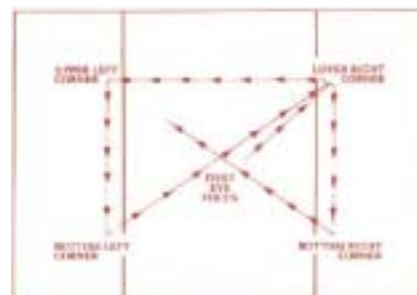
Question	Answer	Marks
3(c)(ii)	Suggest <u>one</u> advantage of a physical examination over a clinical interview, using an example from this study. Most likely answer (other appropriate responses to be credited): • A physical examination often uses ‘scientific equipment’ which gathers objective data. A clinical interview gathers subjective data about the experiences of the patient. • The physical examination cannot lie; a patient can. • A physical examination is done by the medically qualified person who knows what to look for. A clinical interview of the patient’s experience may lead the interviewer/medical practitioner to draw incorrect conclusions. Marks: 1 mark basic answer, 2 marks detailed answer/elaboration or use of example.	2
3(d)	Discuss the advantages and disadvantages of case studies to gather data on factitious disorders like Munchausen syndrome. You should include a conclusion in your answer. Most likely answer (other appropriate responses to be credited): Advantages: • The essential features of factitious disorders are likely to apply to other people. • A case study is a detailed investigation into one ‘thing’, the factitious disorder. • Unique cases can be understood which adds to knowledge about the disorder. • If many case studies produce similar results, it is possible to generalise. Disadvantages: • No standardised measurement can be taken for everyone with the disorder. • Various methodologies are often used: interviews, questionnaires, tests (psychometric, projective and physiological) which may not reveal anything / be useful. • Individual differences (or ‘everyone is unique’) in disorders means that what is applied to one person cannot always be applied to others. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Question	Answer	Marks
Section A: Stimulus question psychology and organisations		
4	Hackman and Oldham (1976) used several different ways to collect data for their job characteristics model: - the self-report Job Diagnostic Survey (JDS) was administered to groups of employees - supervisors and the researchers completed the Job Rating Form - members of management were asked to rate the work performance of each worker - absence data was obtained from company records.	
4(a)	Explain what is meant by the ‘job characteristics model’. Most likely answer (other appropriate responses to be credited): Quote from study: the conditions under which individuals will become internally motivated to perform effectively on their jobs. The model focuses on the interaction among three classes of variables: - the psychological states of employees that must be present for internally motivated work behaviour to develop; - the characteristics of jobs that can create these psychological states; and - the attributes of individuals that determine how positively a person will respond to a complex and challenging job. Marks: 1 mark for basic answer 1 mark for elaboration/example.	2
4(b)	Outline <u>two</u> psychological states identified by this model. Most likely answer (other appropriate responses to be credited): Quote from study: The three psychological states - experience meaningfulness of the work. (The degree to which the individual experiences the job as one which is generally meaningful, valuable, and worthwhile.) - experience responsibility for the outcomes of the work. (The degree to which the individual feels personally accountable and responsible for the results of the work he or she does.) - knowledge of the results of the work activities. (The degree to which the individual knows and understands, on a continuous basis, how effectively he or she is performing the job.) Marks: 1 mark for basic answer. 1 mark for elaboration/example (such as what is in brackets). x2	4
4(c)(i)	Suggest <u>one</u> strength of using absence data from company records. Most likely answers - Company records are ‘official’. - Company records are ‘objective’. If a person has been absent then it is fact. Marks: 1 mark for basic answer. 1 mark for elaboration/example.	2

Question	Answer	Marks
4(c)(ii)	Suggest <u>one</u> weakness of using members of management to rate each worker. Most likely answers • Management may not know the worker or understand the work the worker performs. • Management may have a ‘hidden agenda’. • Management may not record accurately, because they are not necessarily trained. Marks: 1 mark for basic answer. 1 mark for elaboration/example.	2
4(d)	Discuss the advantages and disadvantages of using self-reports to gather data on job satisfaction. You should include a conclusion in your answer. Most likely answer (other appropriate responses to be credited): Advantages • Asking people directly means that participants are given the opportunity to express their feelings and explain their behaviour rather than the researcher trying to work out reasons for their behaviour from other methods • Relatively large numbers of participants can be done relatively easily. Questionnaires are easy to replicate. Same for telephone interviews. • Data can be qualitative, but may also be quantitative depending on type of question Disadvantages • Some participants may provide socially desirable responses; 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 the validity. • Researchers have to be careful about use of leading questions; it could affect the validity of the data collected. 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 advantage/disadvantage (however detailed) and related to the question up to 4 max. 2 marks max for two strengths/weaknesses unrelated to the question. 1 mark for conclusion.	5

Question	Answer	Marks
Section B: Design question (a)=10 marks, (b)=8 marks		
5(a)	Design a study to investigate phobias of horses in boys. Marks: use generic levels of response Design a study question part (a). Additional: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: any appropriate method. Typical features: • Experiments: type, IV, DV, controls, experimental design. • Observations: type, setting, response categories, sampling frame, number of observers. • Questionnaires/Interviews: type, setting, example questions. Scoring/rating scale, analysis of responses. 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: explanations of phobias: behavioural (classical conditioning, Watson, 1920), psychoanalytic (Freud, 1909), biomedical/genetic (Ost, 1992), cognitive (DiNardo et al., 1988) Psychological: study of little Hans: psychoanalytic (Freud, 1909) is likely to feature, but the question allows any other explanation, as listed above, to be used as relevant psychological knowledge. Note: 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8

Question	Answer	Marks
6(a)	Design a laboratory experiment to investigate the effect of ‘eye magnets’ when choosing an item of food on a menu. 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. Typical features: Experiments: type, IV, DV, controls, experimental design. General features of research methodology: sampling technique & sample, type of data, ethics, reliability, validity, data analysis. Logically candidates will have an ‘eye-magnet’ condition and a non-eye magnet condition (IV) and using eye tracking compare the two movement patterns, the DV. Controls should be applied: one type of magnet such as font, controlling colour, graphics and borders.	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: menu design psychology – eye movement patterns, framing and common menu mistakes (Pavesic, 2005) Psychological: Quote from study: This is the typical eye movement over a three panel, two-fold menu; however, the pattern of eye movement is not fixed and can be altered and directed by ‘eye magnets’. Eye magnets are little graphic techniques that will attract the eye and guest’s attention. Some of the best examples are graphic boxes around menu items. Gaze motion patterns will vary according to the page format, graphics, layout and number of folds in the menu. Different styles of type fonts can be used as eye magnets. The use of colour in the font, graphics, and borders can also be used to attract attention. Note: 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8



Question	Answer	Marks
7(a)	Design a longitudinal study to investigate whether stress has a negative effect on 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: longitudinal study. Any method can be used, provided that the data gathered is over a period of time. Typical features: • Experiments: type, IV, DV, controls, experimental design. • Observations: type, setting, response categories, sampling frame, number of observers. • Questionnaires/Interviews: type, setting, example questions. Scoring/rating scale, analysis of responses. 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: physiology of stress and effects on health: the GAS Model (Selye, 1936) Psychological: Selye's third stage is exhaustion. The body cannot remain in a 'heightened state' and at some point, one or more parts of the system will break down. Effects can be high blood pressure, a haemorrhagic stroke; a myocardial infarction ('heart attack') and minor effects such as a stomach ulcer. Note: 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	8

Question	Answer	Marks																																							
8(a)	Design a study to investigate how much time is spent managing group conflict by people at different levels of management. Marks: use generic levels of response Design a study question part (a). Additional: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: any appropriate method. Typical features: • Experiments: type, IV, DV, controls, experimental design. • Observations: type, setting, response categories, sampling frame, number of observers. • Questionnaires/Interviews: type, setting, example questions. Scoring/rating scale, analysis of responses. 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 conflict: managing group conflict (Thomas, 1976) Psychological: <i>The table below, item 1, shows the level of management and the percentage time dealing with conflict.</i> <table><tr><th colspan="6">Mean Responses to Items on the Importance of Conflict Management</th></tr><tr><th rowspan="2">Items</th><th rowspan="2">All Managers (N=258)</th><th colspan="3">Management Levels</th><th rowspan="2">F ^a</th></tr><tr><th>CEOs (N=116)</th><th>VPs (N=76)</th><th>MMs (N=66)</th></tr><tr><td>1. Percent of time dealing with conflict</td><td>20.95</td><td>18.19</td><td>21.05</td><td>25.67</td><td>p<.05</td></tr><tr><td>2. Changing importance of conflict management skills in last 10 years ^b (“far less” to “far more”)</td><td>4.96</td><td>4.87</td><td>5.07</td><td>5.00</td><td>n.s.</td></tr><tr><td>3. Importance of conflict management relative to other topics ^b (“far less” to “far more”)</td><td>4.45</td><td>4.36</td><td>4.42</td><td>4.62</td><td>n.s.</td></tr><tr><td>4. Conflict level in organiza- tion ^b (“too low” to “too high”)</td><td>4.27</td><td>4.01</td><td>4.47</td><td>4.50</td><td>p<.01</td></tr></table> Note: 2 marks max if psychological knowledge is not related to answer. Methodological: explanation of method using general and specific features as above.	Mean Responses to Items on the Importance of Conflict Management						Items	All Managers (N=258)	Management Levels			F ^a	CEOs (N=116)	VPs (N=76)	MMs (N=66)	1. Percent of time dealing with conflict	20.95	18.19	21.05	25.67	p<.05	2. Changing importance of conflict management skills in last 10 years ^b (“far less” to “far more”)	4.96	4.87	5.07	5.00	n.s.	3. Importance of conflict management relative to other topics ^b (“far less” to “far more”)	4.45	4.36	4.42	4.62	n.s.	4. Conflict level in organiza- tion ^b (“too low” to “too high”)	4.27	4.01	4.47	4.50	p<.01	8
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Question	Answer	Marks
Section C: Evaluation question = 12 marks		
9	<i>‘Exposure and response prevention is always successful in treating obsessive-compulsive and related disorders.’</i> 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: treatment and management of obsessive-compulsive and related disorders: exposure and response prevention (Lehmkuhl et al., 2008) Most likely (any other appropriate responses should be credited): For: • Lehmkuhl et al. successfully treated Jason using ERP; If one can be treated then so can all. • ‘Basic’ treatment can successfully be adapted to meet individual needs. • If ERP works with children then it should work with adults; Jason was 12 years old. • ERP involves facing fears step-by-step so no-one should ever have a problem (unlike flooding). Against: • Lehmkuhl et al. successfully treated Jason, but this is one child. Can’t generalise from one person. • It was a case study and Jason was unique. He also had autism. • No therapy works for everyone. Alternatives may be more appropriate.	12

Question	Answer	Marks
Section C: Evaluation question = 12 marks		
10	<i>‘Determinism: retail store architecture controls how shoppers behave.’</i> 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: A2 issue of determinism. Also relevant: retail store architecture (Turley and Milliman, 2000); leisure environments (Finlay et al., 2006); store interior layout (Vrechopoulos, 2004) Most likely (any other appropriate responses should be credited): Determines: • This is architectural determinism. It does influence customers. • Finlay et al. studied the effect on gambling of different gambling environments. • Vrechopoulos found the effect on shopper behaviour of different store layout designs. • Turley and Milliman report on various ‘atmospheres’: lighting, smell, etc. that influence purchase decisions. Does not determine: • People can exercise their free-will and make a choice about the environment they choose to shop in. • The Friedman casino design focused on the product (machine) believing it to be more important than the ‘atmosphere’. • Atmospheres may attract a person to a store/mall, but it is factors associated with the product (such as cost) that determines whether people will make a purchase.	12

Question	Answer	Marks
Section C: Evaluation question = 12 marks		
11	<i>‘All patients would rather disclose to a computer than a human, in order to be diagnosed.’</i> 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: patient and practitioner diagnosis and style: disclosure of information (Robinson and West, 1992) Most likely (any other appropriate responses should be credited): Computer: • A computer may be good at diagnosing simple or common illnesses. • People may prefer to give symptoms to a computer because the computer will not judge them. • People may prefer a computer for embarrassing problems/ illnesses. • Using a computer is simple, quick and does not take the time of a busy practitioner. Human: • Humans may have experience to deal with ambiguous symptoms/ rare illnesses that a computer may not be programmed to do. • People might prefer to give symptoms to a computer but they would wish a practitioner to make the diagnosis. • People may prefer to give symptoms to a computer but would they trust the treatment programme prescribed by a computer. • A human can chat, be patient-centred, whereas a computer cannot.	12

Question	Answer	Marks
Section C: Evaluation question = 12 marks		
12	<i>‘Job satisfaction can only be measured effectively using closed questions.’</i> 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 job satisfaction: including all three dash points Most likely (any other appropriate responses should be credited): For: • Closed questions provide respondents with possible answers making answering easier. • Closed questions will result in a final score which will place the respondent into a category (high, average, low, etc). • Closed questions can result in quantitative data, used for comparisons. Against: • Closed questions may be ambiguous and not fit the answer choices (want to respond ‘it depends’). • Closed questions gather numbers not any understanding that open-ended questions would provide. • A five- or seven-point scale gives an opt-out mid-point allowing some respondents to score midpoint for all responses.	12