Cambridge Assessment International Education

Cambridge International AS & A Level

PSYCHOLOGY **9990/42**

Paper 4 Specialist Options: Application **February/March 2022**

MARK SCHEME

Maximum Mark: 60

Published

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

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

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

Cambridge International is publishing the mark schemes for the February/March 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

[Turn over

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.

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

1 Components using point-based marking:

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

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

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

3 Annotation:

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

Each option has three questions:

Section A: (stimulus) Answer two questions from choice of four: (a)=2, (b)=4, (c)=4 and (d)=5 [15 total]
Section A: candidates answer two questions from a choice of four, based on the two specialist options they have studied. Each question is based on stimulus material and is divided into four parts. There are 2 marks for part (a), 4 marks for part (b), 4 marks for part (c) and 5 marks for part (d).

Section B: (design) Answer one question from choice of four: (a) = 10 marks, (b) = 8 marks [18 total]
Section B: candidates answer one design-based question from a choice of four, based on either of the two specialist options they have studied. The question is divided into two parts. There are 10 marks for part (a) and 8 marks for part (b).

Section C: (e) Answer one question from choice of four 12 marks. TOTAL MARKS = 60
Section C: candidates answer one essay question from a choice of four, based on either of the two specialist options they have studied. There are 12 marks for this question.

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

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

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

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

Section B: Design a study question part (a) (Generic response descriptor)		
Level	Marks	Level Descriptor
4	9–10	• The design is appropriate to the named investigation and is based on thorough psychological knowledge. • The design is accurate, coherent and detailed, and it tests the proposed investigation competently. • Four or five design features are included. The features are clearly applied to the design throughout the answer and the candidate clearly understands the main features involved in designing an investigation. • The response has proposed an appropriate design, has applied a range of relevant methodological design features with competence and shown clear understanding.
3	7–8	• The design is appropriate to the named investigation and is based on good psychological knowledge. • The design is accurate, coherent and detailed, and it tests the propose investigation competently. • Two or three design features are included. The features are often applied to the design and the candidate shows good understanding in places. • The response has proposed an appropriate design, has applied some relevant methodological design features and has shown good understanding.
2	4–6	• The design is mostly appropriate to the named investigation and is based on psychological knowledge. • The design is mostly accurate, coherent and detailed in places and it tests the proposed investigation. • Design features are limited in their understanding.
1	1–3	• The design may not be appropriate to the named investigation and use of terminology is sparse or absent. Basic psychological understanding is shown. • The design lacks coherence and is limited in understanding. • One or two appropriate design features are identified but incorrectly applied. • The response lacks detail.
0	0	• No response worthy of credit.

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	**One drug treatment for depression is monoamine oxidase inhibitors (MAOIs). The effectiveness of this treatment can be tested using randomised control trials.**	
1(a)	**Explain how MAOIs work when treating depression.** **Most likely answer** (other appropriate responses to be credited): MAOIs *inhibit* the enzyme monoamine oxidase. This enzyme normally *breaks down* noradrenaline, serotonin and dopamine, but if these neurotransmitters are not broken down, they stay at normal high levels and so 'reduce depression'. **Marks: 1** mark for partial explanation; 2 marks for detailed explanation.	**2**
1(b)(i)	**Suggest how randomised control trials can be used to study the effectiveness of MAOIs.** **Most likely answer** (other appropriate responses to be credited): • Participants are randomly allocated to conditions of MAOI or control (equal chance of being in either condition) • For example a participant has a 50/50 chance of being in an experimental (MAOI) group or a control (non-receiving of MAOI) group. **Marks:** 1 mark for 'random allocation' +1 mark for detail or related to study.	**2**
1(b)(ii)	**Give <u>one</u> strength of a randomised control trial.** **Most likely answer** (other appropriate responses to be credited): Researchers do not allocate participants to conditions so there is no bias. Instead participants are allocated randomly by chance, so reducing extraneous variables. **Marks:** 1 mark basic answer 2 marks detail/elaboration/example.	**2**

Question	Answer	Marks
1(c)	**Suggest <u>one</u> treatment for depression, other than MAOIs.** **Most likely answer** (other appropriate responses to be credited): • **Electroconvulsive therapy**. Muscle relaxant given; electricity applied bilaterally or unilaterally; patient convulses (twitches because of muscle relaxant); Patient is unconscious, then wakes and recovers. • Beck et al. (1979) **cognitive restructuring** is a stage process, (i) explanation of therapy (ii) identification of unpleasant emotions, (iii) the situations in which these occur and (iv) associated negative automatic thoughts. (v) challenge the negative thoughts and (vi) replace them with positive thoughts. (vii) challenge the underlying dysfunctional beliefs and (viii) therapy ends. • **Rational emotive behaviour therapy**. (REBT) Ellis focused on how illogical beliefs are maintained through: A: an activating event, B: the belief held about A, C: the consequences – thoughts, feelings or behaviours – resulting from A. RET therefore involves: D: disputing the irrational beliefs, E: the effects of successful disruption of the irrational beliefs. • **SSRIs**: (e.g. Prozac) act on the neurotransmitter serotonin to stop it being reabsorbed and broken down after it has crossed a synapse. **Marks:** 1 mark identification. 2–4 marks for detail and quality.	**4**
1(d)	**Discuss the strengths and weaknesses of using drugs to treat depression. You should include a conclusion in your answer.** Most likely answer (other appropriate responses to be credited): Strengths • drugs easy to take; swallowing a pill. • drugs mean the patient is passive in their treatment (an advantage for many people) • drugs (MAOIs) inhibit production of neurochemicals associated with depression Weaknesses: • drugs are addictive so should be short-term use only. • drugs may not be taken as prescribed (non-adherence) • drugs ignore the role of alternative cuases of depression (treat symptom, not cause). 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
2	**Woods et al. conducted two laboratory experiments into the effect of background noise on food perception. Participants ate different foods, such as crisps, cheese and flapjack, while listening through headphones to either:** • **no sound** • **quiet background white noise** • **loud background white noise.**	
2(a)	**Suggest <u>two</u> relevant participant variables that were not controlled in this study.** **Most likely answers** (other appropriate responses to be credited): • not liking some of the foods, • being smokers, • having mild cold symptoms • participants may prefer salty to sweet foods (vice versa) • possible gender differences? • being more or less sensitive to different types of noise **Marks: 1 mark** for each correct answer	**2**
2(b)(i)	**Explain how the dependent variables (DV) were measured in Experiment 1.** Quotes from study: The foods were rated in terms of **sweetness, saltiness** and **liking** (1 mark) on a labelled magnitude scale (increase or decrease in intensity from baseline +7 through 0 to –7) +1 mark. **Marks:** 1 mark identification of measure, +1 mark for **sweetness, saltiness** and **liking** **Marks:** 0 marks for the IV (no sound, or quiet or loud background white noise)	**2**
2(b)(ii)	**Give <u>one</u> finding from Experiment 1.** **Definitive answer:** • Reported sweetness and saltiness was significantly lower in the loud compared to the quiet sound conditions. • Reported liking was lower in the loud condition, but not significantly. **Marks:** 1 mark for general comment, +1 mark for additional detail. **Note:** Accept results, findings and conclusions.	**2**
2(c)(i)	**Explain how counterbalancing was used in this study.** **Definitive answer:** Counterbalancing (ABBA). Participant 1: A, B, C. Participant 2: B, C, A. Participant 3: C, A, B. Where A, B and C are quiet, loud and no sound. **Marks:** 1 mark identifying design, +1 mark for explanation/example from study. Note: there are three conditions of the IV which might be confusing, so a reasonable attempt at applying to the study to be given credit.	**2**

Question	Answer	Marks
2(c)(ii)	**Suggest <u>one</u> effect if counterbalancing had not been used in this study.** **Most likely answer** (other appropriate responses to be credited): Order effects would occur. As there are three conditions of the IV, participants may become bored; if participants experience loud sound first there may be carry-over effects to the other two conditions. Credit 1 mark for demand characteristics – these can happen with just one condition. **Marks:** 1 mark for suggestion with no example, +1 mark for example as above/applied to study.	**2**
2(d)	**Discuss the strengths and weaknesses of using controls in the study by Woods et al. You should include a conclusion in your answer.** **Most likely answer** (other appropriate responses to be credited, such as eye movement patterns): Strengths: • Reduces confounding variables. Control over types of noise (white noise v no noise), decibel levels (45–55dB and 75–85dB) • Controls situational variables. The same laboratory was used throughout, so the situation was always the same. • Including a control condition acts as a benchmark/baseline to which the two experimental conditions can be compared. Weaknesses: • No control of participants variables (one participant may prefer saltiness another not) • Controlling variables is reductionist – unlikely these variables would exist in isolation from 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
3	**Food Dudes to the rescue.** **Prior to the study by Tapper et al. (2003), children in the UK aged 4 to 11 were not eating enough fruit and vegetables. Tapper et al. used the Food Dudes to present three food consumption techniques to children in three schools.**	
3(a)	**Suggest why it was important that Tapper et al. measured unhealthy food consumption as well as fruit and vegetable consumption.** **Most likely answer** (other appropriate responses to be credited): Unhealthy food consumption acts as a baseline. If the consumption of fruit and vegetables increases then the consumption of unhealthy food should decrease. **Marks:** 1 mark for partial answer 2 marks detailed answer/elaboration/ example.	**2**
3(b)	**Explain <u>two</u> of the food consumption techniques used by Tapper et al.** **Most likely answer** (other appropriate responses to be credited): Quote: we tackle **food consumption itself**… **we have employed three main techniques**: • **taste exposure** The more you taste a novel food the more you learn to like it…so getting a child to repeatedly taste a new food may result in his or her learning to like the flavour. • **modelling** certain factors make modelling (imitation and observational learning) more effective. (i) a child is more likely to imitate another person if that person is liked or admired by the child (ii) is the same age or slightly older and (iii) has their behaviour rewarded. (iv) Observing multiple models has also been shown to be more effective than observing single models. • **rewards** research indicates that, when used appropriately, rewards can be very effective at altering behaviour. Rewards are most effective when they are highly desirable, achievable, their delivery is contingent upon performance, and when they convey the message that they are for behaviour that is both enjoyable and high status. The message here is clear: 'Well done! You should be proud of yourself. **Note: 0 marks** for 'procedures': the studies evaluated the effects of four different procedures on children's consumption of a range of fruit and vegetables presented to them. The procedures were as follows: fruit and vegetable presentation only; rewarded taste exposure; peer modelling; and rewarded taste exposure combined with peer modelling. **Marks:** 1 mark for partial answer 2 marks detailed answer/elaboration/ example. X2	**4**

Question	Answer	Marks
3(c)	**Suggest how <u>two</u> ethical guidelines apply to the use of children <u>in this study</u>.** **Most likely answer** (other appropriate responses to be credited): • the children do not give consent themselves. It is done via classroom teachers and parents. • the taste exposure technique suggests that a child is continually fed food it does not like until it likes it. Tapper et al. even give examples of foods disliked as a child become liked as an adult (but the children here remain children) so possible psychological harm. • Credit can be given to answers such as 'parents give consent' (1 mark) and 'it can be ensured that the children will not be harmed' (1 mark) **Marks:** 1 mark for ethical guideline, 2 marks for relating to study X2	**4**
3(d)	**Discuss the strengths and weaknesses of using health promotion strategies in schools. Do not refer to ethics in your answer. You should include a conclusion in your answer.** **Most likely answer** (other appropriate responses to be credited): **Strengths** • Children in schools are receptive to new learning and new things • Children often see the classroom teacher as a perfect role model, so ideal for implementing modelling • Children spend most of their day at school and this includes a mid-morning break and lunch time, perfect opportunities to implement taste exposure, modelling and rewards. • Schools should provide appropriate and balanced dietary needs for children **Weaknesses** • Schools should not replace the family where appropriate eating behaviour should be taught. Schools should not contradict or what is taught in the home • Children are not in schools 24 hours a day, so what they are taught in schools may not be reinforced at home. • Children may be exposed to bad role models on television which might emphasise unhealthy eating to sell a produce. **Conclusion**: any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. **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
4	**In his theory, Maslow originally proposed a hierarchy of five needs. Several years later, he added three more needs, giving eight in total. These needs are: physiological, safety, social, esteem, cognitive, aesthetic, self-actualisation and transcendence. These needs can be understood in relation to individual and situational explanations.**	
4(a)	**Explain what is meant by 'self-actualisation'.** **Most likely answer** (other appropriate responses to be credited): Reaching individual potential. Feeling fulfilled. Reflecting that life has been successful; achieved all that wanted to achieve. **Marks:** 1 mark basic answer (simple description), 2 marks detailed answer/ elaboration.	**2**
4(b)(i)	**Explain how <u>one</u> need, other than self-actualisation, could be 'individual'.** **Most likely answer** (other appropriate responses to be credited): • Physiological: each individual needs food, warmth etc to survive • Safety and security: each individual needs to feel safe. • Esteem needs: need to feel sense of achievement, develop skills, independence • Cognitive needs: need for information, knowledge and meaning. • Aesthetic needs: need for and appreciation of beauty. **Marks:** 1 mark for identification of need +1 mark for how it is individual.	**2**
4(b)(ii)	**Explain how <u>one</u> need, other than self-actualisation, could be 'situational'.** **Most likely answer** (no other answers allowed) • Safety and security: needs provided by a stable society (no wars, etc). Family is safe. • Social needs: experience of love and belongingness. • Esteem needs: maybe done through comparison with others • Transcendent need: helping others to achieve self-actualisation. **Marks:** 1 mark for identification of need +1 mark for how it is situational.	**2**

Question	Answer	Marks
4(c)	**Suggest why Alderfer's ERG theory is more reductionist than Maslow's theory.** **Most likely answer** (other appropriate responses to be credited): Maslow reduces all needs to a list of 5 (or 8) Alderfer's ERG theory reduces five needs to three: • **Existence needs** (physiological and safety needs). • **Relatedness needs** (social and esteem needs) • **Growth needs** (self actualisation) **Marks:** 1 mark for identification of how ERG is reductionist (5 reduced to 3) +1 mark if 'two needs are ignored'. 1 mark if Alderfer's 3 needs are identified. Alternatively, 2 marks for explaining how two needs e.g. (physiological and safety) become one need (existence). Max marks if this is done more than once. Note: 0 marks for defining reductionism or evaluation of ERG.	**4**
4(d)	**Discuss the advantages and disadvantages of using interviews to gather data on need theories of motivation. You should include a conclusion in your answer.** Most likely answer (other appropriate responses to be credited): Self-reports can include questionnaires and interviews. Advantages • Asking people directly means that participants are given the opportunity to express their feelings and explain their experiences rather than the researcher trying to work out reasons for their behaviour from other methods. • People can give as much information as they wish, but they can also say little or nothing if they wish. • 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. • Qualitative data tends not to lead to the calculation of statistics to allow comparison. • 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	
5(a)	**Design a study to investigate gender differences in the effectiveness of imaginal desensitisation for the treatment of impulse control disorders.** **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, but must be **longitudinal.** **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. **Typical features of research methodology:** sampling technique and sample, type of data, ethics, reliability, validity, data analysis.	**10**
5(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** imaginal desensitisation (Blaszczynski and Nower, 2002) ***Psychological****:* imaginal desensitisation: The technique involves teaching a brief progressive muscle relaxation procedure. Clients are then instructed to visualize themselves being exposed to a situation that triggers the drive to carry out their impulsive behaviour, contemplating acting on their urge but then leaving the situation in a state of continued relaxation without having acted upon their urge. Sessions can be recorded on cassette audiotape for home-practice. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
6(a)	**Consumers may not buy what they plan to buy. They may intend to make a purchase but may not do this.** **(a) Design a study using a questionnaire to investigate whether consumers buy what they plan to buy.** **Marks:** use generic levels of response 'Design a study' question part (a). **Additional**: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **questionnaire**. **Specific features**: **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique and sample, type of data, ethics, reliability, validity, data analysis.	**10**
6(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part (b). Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part (a). Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** purchase decisions: theory of planned behaviour (Ajzen, 1991) ***Psychological****:* The theory of planned behaviour should feature here, and the model proposed by Ajzen, 1991. Drawings can be expected. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
7(a)	**Design an experiment to investigate the effectiveness of biofeedback in the management of stress.** **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 and sample, type of data, ethics, reliability, validity, data analysis. Logically a laboratory experiment with IV of high self-monitors and low self-monitors (determined by self-monitoring test). Brands could be presented with a DV or time it takes to identify the brand correctly.	**10**
7(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:** psychological techniques: biofeedback (Budzynski et al., 1969) ***Psychological****:* Biofeedback: A technique where people control their own biological functions. For example, GSR measures skin conductance which changes with levels of physiological arousal. A tone or meter reading shows levels. By relaxing, tone of meter reading can be reduced. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
8(a)	**Design a study using a questionnaire to investigate the effectiveness of adaptive leadership to manage employees' experiences during organisational change within a company.** **Marks:** use generic levels of response 'Design a study' question part (a). **Additional**: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **questionnaire**. **Specific features**: **Questionnaires/Interviews**: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology**: sampling technique and sample, type of data, ethics, reliability, validity, data analysis.	**10**
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:** adaptive leadership (Heifetz, 1997) ***Psychological****:* Adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive. This includes six components and these are: • Get on the balcony • Identify your adaptive challenge • Regulate distress • Maintain disciplined action • Give work back to the employees • Protect leadership voices from below. ***Methodological****:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
	Section C	
9	***'Behavioural explanations of impulse control disorders are too reductionist to be useful.'*** **To what extent do you agree with this statement? Use examples of research you have studied to support your answer.** **Marks:** use generic levels of response in table C. **Syllabus:** causes of impulse control disorders and non-substance addictive disorder: behavioural: positive reinforcement **Most likely** (any other appropriate responses should be credited): **Not too reductionist** • behavioural explanations are reductionist and can therefore be studied much more precisely than say psychodynamic explanations • behavioural explanations can be replicated and generalised to everyone if a specific gene for phobias is identified • behavioural explanations can apply to many (all?) other disorders. Indeed, 'all behaviour is learned' **Too reductionist** • reducing to principles of behaviour (classical or operant conditioning) is too reductionist. • just because an explanation is based on behaviour it does not mean that it is correct. The psychodynamic explanation has no science, yet it may be correct. • explanations should take a more holist view, rather than reducing the explanation to one factor.	**12**

Question	Answer	Marks
10	***If playing one type of music in one restaurant increases the amount of money spent, this cannot be generalised to all restaurants.'*** **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:** sound and consumer behaviour: music in restaurants (North et al., 2003) **Most likely** (any other appropriate responses should be credited): **can** • People like music, whether classical or not. North et al. showed classical and pop better than no music • Classical music can be generalised to other 'up-market' restaurants • Music can be played that is appropriate to the type of restaurant. • Each culture can play music that is preferred in that culture. **cannot:** • Classical music (for example) may not be preferred in all cultures. • There is not one type of music that is preferred in each culture. • People are more influenced by other atmospheric variables, not just music	**12**

Question	Answer	Marks
11	***'A questionnaire is the only way that unrealistic optimism can be assessed.'*** **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:** individual factors in changing health beliefs: unrealistic optimism (Weinstein, 1980) **Most likely** (any other appropriate responses should be credited): **For**: • People can complete questionnaires at their own leisure (in their own home), think about and then make decisions (without pressure from anyone) • Questionnaires can provide quantitative data which may allow comparisons • Questionnaires can provide qualitative data through open ended questions allowing a worker to report in detail. • Questionnaires can be completed anonymously and so honest answers are more likely. • Postal questionnaire can be more detailed than an interview, or a 'do-it-now' questionnaire • Weinstein (1980) used questionnaires wiith many advantages **Against** • People may not give honest answers on a questionnaire • People may not answer as fully as they might in an interview. • Unrealistic optimism can be assessed through observation (visits to a health practitioner) • Weinstein (1980) used questionnaires wiith many disadvantages	**12**

Question	Answer	Marks
12	***'Situational leadership is no longer relevant. Only individual styles of leader behaviour are relevant to modern organisations.'*** **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:** leadership style: many sub-topics are relevant. **Most likely** (any other appropriate responses should be credited): **Out of date:** • Many 'modern theories' propose styles of leader behaviour (Muczyk and Reimann, 1987) • Modern theories focus on individual features and so employ appropriate individuals • Other modern theories focus on individual 'Three levels' (Scouller, 2011) **Are not:** • Many different styles, no one theory is the 'best' • Leadership will always be needed, and 'the situation' will always be a factor • Rather than one or the other, individual and situational factors can interact • Modern theories focus on adapting to changing situations e.g. adaptive leadership (Heifetz, 1997)	**12**