Cambridge Assessment International Education

Cambridge International AS and A Level

PSYCHOLOGY **9990/42**

Paper 4 Specialist Options: Application **May/June 2023**

MARK SCHEME

Maximum Mark: 60

Published

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

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

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

Cambridge International is publishing the mark schemes for the May/June 2023 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.

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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

1 Components using point-based marking:

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

From this it follows that we:

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

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

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

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

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

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

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

2 Presentation of mark scheme:

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

3 Annotation:

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

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Each option has three questions:

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

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

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

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

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

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

Section C: Essay/Evaluate (Generic response descriptor)		
Level	Marks	Level Descriptor
Note: Questions are always worded in the same way: 'to what extent do you agree with this statement? Use examples of research you have studied to support your answer'. However, the words 'research' must be taken in the widest sense: (i) different examples can be used from the same piece of research; (ii) examples from different pieces of research; (iii) examples from methodology, such as a specific method or technique; (iv) examples from methodological issues such as ethics, generalisations, quantitative/qualitative data; psychological versus physiological, etc. (v) examples of debates and issues such as reductionism 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. The candidate describes the study listed on the syllabus.

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Section B: Explain a study question part (b) (Generic response descriptor)		
Level	Marks	Level Descriptor
3	6–8	• Quality and depth of explanation is thorough. • Description of knowledge is accurate, coherent and detailed. • Use of terms is accurate and use of psychological terminology is comprehensive. • Understanding of methodology (such as elaboration, use of example, quality of description) is very good. • The design is effectively explained in relation to the topic area. • There is a balance of methodology and topic area/relevant study knowledge.
2	4–5	• Quality of explanation and depth of explanation is competent. • Description of knowledge is mainly accurate, coherent and reasonably detailed. • Use of terms is mainly accurate and use of psychological terminology is competent. • Understanding of methodology (such as elaboration, use of example, quality of description) is good. • The design is adequately explained in relation to the topic area. • There is an imbalance of methodology and topic area/relevant study knowledge. • **Max 5 marks if only methodological or psychological decisions.**
1	1–3	• Quality of explanation and depth of explanation is basic. • Description of knowledge is often accurate, generally coherent, but lacks detail. • Use of terms is basic and use of psychological terminology is adequate. • Understanding of methodology (such as elaboration, use of example, quality of description) is limited. • The design is poorly explained in relation to the topic area. • There is an imbalance of methodology and topic area/relevant study knowledge.
0	0	• No response worthy of credit

Question	Answer	Marks
Section A: Stimulus question Psychology and abnormality		
1	**Paul and Lentz (1977) conducted a study with 84 schizophrenic patients allocating each to one of three types of treatment, including token economy. After more than 4 years the effectiveness of each treatment was compared. Alternatively, schizophrenia can be treated using biochemical techniques.**	
1(a)	**Outline how operant conditioning explains token economy.** **Most likely answer** (other appropriate responses to be credited): • giving a token is positive reinforcement (1 mark) and so desirable patient behaviour is likely to be repeated (2 marks) • Behavioural approach and behaviourists believe that all behaviour is learned (1 mark). This means that appropriate behaviour for patients is learned through token economy (2 marks) **Note:** Any relevant comment about operant conditioning (1 mark) relevant to token economy and schizophrenia / Paul and Lentz (+1 mark) **Note:** answers outlining classical conditioning receive no marks. **Marks:** 1 mark for identification; 2 marks for elaboration/example	**2**
1(b)	**Outline the findings about the effectiveness of token economy from this study.** **Most likely answer** (other appropriate responses to be credited): • effective: a reduction in positive symptoms • effective: reduction in negative symptoms • effective: reduction in catatonic behaviour • effective: 97% were able to live independently for 1.5–5 years (compared to milieu or hospital therapy) • effective in withdrawal / social behaviour • effective in interacting with others • less effective: in reducing hallucinations and delusional thinking **Note:** Question states 'findings' (plural) so two (or more) findings are required. **Marks:** 1 mark basic answer +1 (or +2) marks for elaboration or example <u>OR</u> 1 mark for each different (specific) finding (4 max) <u>OR</u> can be 3 marks + 1 mark **Note:** 0 marks for general 'was highly effective' (OWTTE) **Note:** two 'general findings' = 1 mark e.g. 'displaying normal behaviour' and 'highly effective'.	**4**

Question	Answer	Marks
1(c)	**Suggest <u>two</u> reasons why an independent measures design was a better choice for this study than any other experimental design.** **Most likely answer**: • if patients used a different design, i.e. repeated measures (participants do all treatments) the study would not be valid as it would not be known which technique was the most effective. • if two designs were used there could be cross-over effects where one treatment might interfere with the other. **Marks:** 1 mark basic reason plus 1 mark for elaboration/example ×2	**4**
1(d)	**Discuss the strengths and weaknesses of using biochemical techniques to treat schizophrenia. You should include a conclusion in your answer.** **Strengths** • drugs (such as anti-psychotics and atypical anti-psychotics) are easy to take; swallowing a pill • drugs mean the patient is passive in their treatment (an advantage for many people) • drugs have been shown to be effective in many studies **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 explanations of schizophrenia (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	**Gil et al. (2009) used closed-circuit television (CCTV) to record shopper movement patterns in a supermarket. Fig. 2.1 shows the movement pattern for a 'short trip' shopper. Shoppers were interviewed twice, with the second being an extensive interview when the shoppers left the supermarket.**	
2(a)	**Suggest how one ethical guideline could have been followed in this study.** **Most likely answer** (other appropriate responses to be credited): (from the study) • informed consent (1 mark): the shoppers were interviewed on entering the supermarket and gave their consent to be tracked (2 marks) • right to withdraw (1 mark) the shoppers were interviewed when leaving the supermarket and so could have opted out of their data being used. • deception (1 mark) there was no deception because shoppers knew exactly what was happening in the study (2 marks). • other guidelines can be used if they are justified. **Marks:** 1 mark for identification; 2 marks for elaboration/explanation.	**2**
2(b)	**Explain two types of movement pattern identified by the CCTV recordings, other than 'short trip'.** **Definitive answer**: • **Round trip** (1 mark) shoppers moving up and along the top corridor and aisles, visiting the vegetable, fruit and bread at the start; returning along the main corridor with various types of incursions into aisles; generally exit near fruit and vegetables (2 marks) • **Central trip** (1 mark) shoppers progressing in and out of the store using the main corridor with various types of incursions into the aisles, mainly visiting the top aisles first and the bottom ones when returning (2 marks) • **Wave trip** (1 mark) shoppers in linear progression through the store along the main corridor, zigzagging through the aisles; most exiting near the far end of the store (2 marks) **Marks:** 1 mark for identification, 2 marks elaboration ×2. **Note:** 0 marks for short trip (question states 'other than short trip') **Note:** 0 marks for 'shopper behaviour patterns' ie specialist, native, tourist, explorer and raider.	**4**

Question	Answer	Marks
2(c)(i)	**Explain one feature of the interviews conducted with shoppers in this study.** **Most likely answer:** • **Face-to-face** (1 mark) because the main interviews were conducted when the shoppers were leaving the store (not telephone or online) (2 marks) • **Structured/semi-structured** (1 mark) the participants were asked about 'aspects of the specific trip, e.g. aim of trip, use of shopping list, satisfaction, money spent, as well as more general shopping habits, e.g. frequency of visits' (2 marks). **Marks:** 1 mark identification of feature, 2 marks detailed answer/elaboration or use of example	**2**
2(c)(ii)	**Give one strength of using the feature you explained in (c)(i) in this study.** **Most likely answer:** • **Face-to-face** is more personal than telephone, (1 mark) non-verbal aspects of conversation can be noted (1 mark). Interview likely to last longer than telephone (telephone max 20 mins) (1 mark) Related to study (+1 mark) e.g. participants can confirm what trip they made, such as a round trip. • **Structured** all participants are asked the same questions and so comparisons are possible (1 mark) All participants are asked questions in the same order preventing participants from questions in the wrong order (1 mark) Related to study (+1 mark) e.g. the number of wave trip shoppers (etc.) can be found. **Marks:** 1 mark identification of strength, 2 marks related to study ×2	**2**

Question	Answer	Marks
2(d)	**Discuss the strengths and weaknesses of using CCTV to investigate shopper behaviour. You should include a conclusion in your answer.** **Most likely answer** (other appropriate responses to be credited, such as eye movement patterns): **Strengths** • a CCTV observation means the person may be unaware they are being observed and so behaves naturally • CCTV recordings of behaviour are objective • CCTV observations can have more than one observer so reliability of observations can be checked **Weaknesses** • a CCTV observation where cameras are fixed may mean that an observer misses a behaviour (person being observed moves out of view) • a CCTV camera has a limited panorama • a CCTV camera may not be of good quality not 1080p • If observing behaviour by CCTV only, what is said may not be recorded **Conclusion**: any appropriate conclusion drawn from the discussion that has been presented. 1 mark if appropriate. A conclusion is a 'decision reached by reasoning' and so a summary of points already made scores 0 marks. **Marks:** Question requires **discussion;** always **plural** of each argument, and always requires conclusion. 1 mark for each 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	**Using a sample of 3000 healthy men aged 39–59, Friedman and Rosenman (1974) found that those men with a Type A personality experienced more stress-related ill-health over a period of nine years than men with a Type B personality.**	
3(a)	**Explain <u>one</u> physiological effect that stress may have on health.** **Most likely answer** (other appropriate responses to be credited): • Stress caused heightened physiological responses (increases in breathing, heart rate, blood pressure, etc.). This increase in functioning cannot continue indefinitely. At some point some part of the system will breakdown. Could cause: • Death (1 mark) with explanation from paragraph above (2 marks) • Stomach ulcer (1 mark) continued reduced blood supply to stomach / 'butterflies' • Stroke (1 mark) due to continued high blood pressure (2 marks) **Marks:** 1 mark for identification of some aspect of physiology +1 marks related to ill-health. **Note:** the general adaptation Syndrome (GAS) may be described. 0 marks for description of the model itself; credit only if effect on health is included.	**2**
3(b)	**Explain <u>two</u> characteristics of a Type A personality.** **Most likely answer** (other appropriate responses to be credited): • **Aggressive and assertive** (1 mark) Type As tend to be easily aroused to anger or hostility, which they may or may not express overtly (2 marks) • **Competitive** (1 mark) Type As tend to be very self-critical and to strive towards goals without feeling a sense of joy in their efforts or accomplishments (2 marks) • **Time conscious** (1 mark) Type As tend to be in a constant struggle against the clock. Often they quickly become impatient with delays and unproductive time, schedule commitments too tightly, and try to do more than one thing at a time (2 marks) • Any similar feature can receive credit **Marks:** 1 mark for identification of characteristic 2 marks for explanation/ elaboration/example ×2	**4**

Question	Answer	Marks
3(c)	**Suggest <u>two</u> causes of stress, other than personality.** **Most likely answer** (other appropriate responses to be credited): • **life events** major life events are stressful e.g. Holmes and Rahe (1967) (1 mark), where events causing changes in routine, whether positive (getting married) or negative (death of a close friend) (2 marks) • **work** some types of work are more stressful than others (1 mark). Chandola et al. (2008) found that work stress was associated with: long hours, job security, work relationships, access to resources and communications. High job demands and low control of task / work situation (2 marks) **Marks:** 1 mark for identification of alternative, +1 mark for detailed answer/ elaboration ×2 **Note:** no marks for personality (see question)	**4**
3(d)	**Discuss the strengths and weaknesses of conducting longitudinal studies to measure stress. You should include a conclusion in your answer.** **Most likely answer** (other appropriate responses to be credited): **Strengths** • it determines change or stability over time • it tracks the development of the same individual, so many factors remain constant • measures can be repeated with the same person and so have reliability (test-retest) **Weaknesses** • attrition: participants drop out; can't be contacted • once a study has started the main variables cannot be changed, even though something new may be more relevant • unforeseen variables may occur and disrupt the research **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**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>

Blau and Boal (1987) proposed a model to explain how job involvement and organisational commitment could interact to affect turnover and absenteeism in workers. Each interaction of job involvement and organisational commitment produces different worker behaviours. Each interaction is represented by a letter (W, X, Y, Z) in Fig. 4.1.

<table>
<tr><th rowspan="2"></th><th></th><th colspan="2">Job Involvement</th></tr>
<tr><th></th><th>High</th><th>Low</th></tr>
<tr><td rowspan="2">Organisational commitment</td><td>High</td><td>W</td><td>X</td></tr>
<tr><td>Low</td><td>Y</td><td>Z</td></tr>
</table>

</td><td></td></tr>
<tr><td>4(a)</td><td>

Explain what is meant by the term 'job involvement'.

Most likely answer (other appropriate responses to be credited):
Blau (1985b) defines job involvement as the extent to which the individual identifies psychologically with their job.
Also included in the Blau and Boal article:
- the degree of importance of one's job to one's self-image;
- the degree to which an individual is actively participating in their work
- the degree to which an individual's self-esteem or self-worth is affected by their perceived performance level

Marks: 1 mark basic answer (simple description), 2 marks detailed answer/ elaboration**.**
Note: 'psychologically' OWTTE must be included for 2 marks.

</td><td>**2**</td></tr>
<tr><td>4(b)(i)</td><td>

Explain what Blau and Boal's model predicts about workers' behaviour in 'Z'. Do not refer to absenteeism in your answer.

Definitive answer:
Z = low job involvement and low organisational commitment (1 mark)
Apathetic employees. Work is not important, so low effort. Do not care about the organisation or its aims (2 marks)

Marks: 1 mark 'low and low', 2 marks detailed answer/elaboration i.e. ref to Blau and Boal (does not have to identify term for mark).
Note: no marks for stars (high, high), lone wolves (high, low) or corporate citizens (low, high)

</td><td>**2**</td></tr>
</table>

Question	Answer	Marks
4(b)(ii)	**Explain what Blau and Boal's model predicts about workers' behaviour in 'X'. Do not refer to absenteeism in your answer.** **Definitive answer:** X = low job involvement and high organisational commitment (1 mark) **corporate citizens**: for these workers work is not personally important to them, but they identify with the organisation and its goals (2 marks) **Marks**: 1 mark 'low and high', 2 marks detailed answer/elaboration i.e. ref to Blau and Boal (does not have to identify term for mark). Note: no marks for stars (high, high), lone wolves (high, low) or apathetic employees (low, low)	**2**
4(c)	**Outline two of the four categories of absence identified by Blau and Boal.** Most likely answer (other appropriate responses to be credited): • **Medical** (1 mark) (high JI and high OC): response to various infrequent and uncontrollable events such as illness, injury, funeral leave, and family demands (sick spouse or child). For the organisation this is sporadically occurring, excused absence. (2 marks) • **Career-enhancing** (1 mark) (high JI and low OC): absence is depicted as a mechanism that allows the employee to further task- and career-related goals (2 marks) • **Normative** (1 mark) (low JI and high OC): absence is viewed less as a motivated behaviour and more as a habitual response. Rather than absenteeism being random, as with the medical category, definite patterns will emerge and be predictable (2 marks) • **Calculative** (1 mark) (low JI and low OC): absence would be (for the most apathetic worker) the maximum permitted amount of excused and unexcused absences by the organisation before sanctions (such as warnings or termination of employment) are applied (2 marks) Marks: 1 mark basic answer, 2 marks detailed answer/elaboration ×2 **Note:** some texts use 'voluntary and involuntary' terms not used by Blau and Boal. Award 1 mark for identification of 'voluntary' or 'involuntary'. Award 1 mark for identification of *both* these terms. Max 2 marks overall, so award +1 mark for correct elaboration (i.e. relates to one of Blau and Boal's categories) of either term. **Note:** 0 marks for anecdotal answers e.g. 'they are ill' or has no category identified.	**4**

Question	Answer	Marks
4(d)	**Discuss the strengths and weaknesses of using absenteeism to measure organisational commitment. You should include a conclusion in your answer.** **Most likely answer** (other appropriate responses to be credited): **Strengths** • absenteeism is an objective measure, clearly and easily recorded • management can keep records of absence over time • the individual worker decides to be absent, it is not a subjective management opinion **Weaknesses** • high absenteeism may not be a valid measure of OC • absenteeism is just one measure; a range of measures are needed • absenteeism is a behaviour which needs an explanation; OC is an attitude (extent to which an individual identifies with an organisation) **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 using observation to investigate the frequency of the characteristics of schizophrenia spectrum and psychotic 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: **observation.** **Specific features**: Observations: type, setting, response categories, sampling, number of observers. **General features of research methodology**: sampling technique and sample, type of data, ethics, reliability, validity, data analysis.	**10**
5(b)	**Explain the psychological and methodological evidence on which your study is based.** **Marks:** use generic levels of response 'Design a study' question part **(b)**. Note: If **only** methodological or psychological explanation is provided max 5 marks Candidates are expected to explain the reasons for the suggested design in part **(a)**. Explanation should be both psychological and methodological. Psychological to include appropriate theory or research. **Additional:** candidates are expected to justify their decisions or evidence presented regarding the design made in answer to question part **(a)**. **Syllabus:** Characteristics of schizophrenia spectrum and psychotic disorders ***Psychological**:* Most likely: hallucinations, disorganised thoughts, (observation of associated behaviours) catatonic behaviour, negative symptoms (loss of normal functioning such as loss of speech, lack of typical facial expressions. Crucial is **duration** and **severity** of these symptoms ***Methodological**:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
6(a)	**Advertising can be made more effective using a slogan. Two kinds of slogans are 'jingle slogans' (slogans with music) and 'non-jingle slogans' (slogans without music).** **Design a study to investigate whether jingle slogans are recalled significantly more than non-jingle slogans.** **Marks**: use generic levels of response Design a study question part **(a)**. Additional: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **any appropriate method** **Specific features:** • Experiments: type, IV, DV, controls, experimental design. • Observations: type, setting, response categories, sampling frame, number of observers. • Questionnaires/Interviews: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology:** sampling technique and sample, type of data, ethics, reliability, validity, data analysis	**10**
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:** advertising applications: effective slogans (Kohli et al., 2007) ***Psychological**:* Kohli et al (2007) suggest that good slogans: • should be 'positioned' clearly • linked to the brand: the slogan should be linked with everything to do with the product, not just the packaging. • Please repeat that: the slogan should be consistent across all advertising. • Jingle, jangle: jingles can be easy to remember initially, so they should be used. • Use at the outset: slogans are fundamental • It's okay to be creative: don't keep it simple, be creative; make sure the audience 'gets it' ***Methodological**:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
7(a)	**Design a study to investigate whether a stress-prevention technique is more effective for women than men.** **Marks**: use generic levels of response Design a study question part **(a)**. Additional: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **any appropriate method** **Specific features:** • Experiments: type, IV, DV, controls, experimental design. • Observations: type, setting, response categories, sampling frame, number of observers. • Questionnaires/Interviews: type, setting, example questions. Scoring/rating scale, analysis of responses. **General features of research methodology:** sampling technique and sample, type of data, ethics, reliability, validity, data analysis	**10**
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:** preventing stress (Meichenbaum, 1985) ***Psychological**:* Meichenbaum (1985) 'prevented' stress with self-instructional training and stress inoculation therapy. Stress inoculation training focuses on replacing maladaptive statements with positive, coping statements and relaxation, which leads the person to respond to stress in more positive ways. Three stages: **Conceptualisation**: the trainer talks about stress and normal coping. **Skill acquisition**: education about physiological and cognitive aspects of stress and techniques used to manage. Replacement of negative thought patterns with positive. **Application** of new skills through a series of stressful situations. ***Methodological**:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
8(a)	**Design an experiment to investigate which is the more effective way to motivate workers in your organisation, bonuses or performance-related pay.** **Marks**: use generic levels of response Design a study question part **(a)**. Additional: Candidates should design the study showing evidence of design features appropriate to the named method. The named method is: **experiment.** **Specific features**: Experiments: type, IV, DV, controls, experimental design. **General features of research methodology**: sampling technique and sample, type of data, ethics, reliability, validity, data analysis.	**10**
8(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:** Motivators at work: types of rewards systems: pay, bonuses, profit-sharing, performance related pay. ***Psychological**:* • Bonuses such as an end-of-year monetary payment, or in the form of a gift or other non-monetary reward. Bonuses can be given for achieving sales targets, for example. • Performance-related pay motivates workers to work harder to meet targets if the target is reasonable and achievable. Other extrinsic rewards include pay (money) and profit-sharing is where workers share a percentage of the company profit if productivity or sales have exceeded annual (or monthly) targets. Intrinsic rewards may also be included, although of peripheral relevance. ***Methodological**:* explanation of method using general and specific features as above.	**8**

Question	Answer	Marks
	Section C	
9	***'All impulse control disorders are caused by high levels of dopamine.'*** **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: biochemical: dopamine **Most likely** (any other appropriate responses should be credited): **Agree** • evidence has shown the relationship between high levels of dopamine and addictive behaviours. • dopamine can be measured physiologically and the presence of high levels is an objective measurement. • dopamine is perhaps the underlying cause of *all* ICDs and addictions. **Disagree** • correlation of dopamine with ICDs is not causal • dopamine does not explain why there are different ICDs such as kleptomania and pyromania • alternative explanations are equally valid: the behavioural: positive reinforcement explanation and feeling-state theory (Miller, 2010)	**12**

Question	Answer	Marks
10	***'It is essential to collect both qualitative and quantitative data when conducting studies about the effect of brand recognition in children.'*** **To what extent do you agree with this statement? Use examples of research you have studied to support your answer.** **Marks:** use generic levels of response in table C. **Syllabus:** advertising applications: brand recognition in children (Fischer et al., 1991) **Most likely** (<u>any other appropriate responses should be credited</u>): **Qualitative or Quantitative or both** • quantitative data allows analysis and numbers to be compared • quantitative data is all that is needed to draw statistical conclusions about brand preferences • quantitative data does not provide an explanation for numbers; qualitative data does. • qualitative data gives an explanation for behaviour • qualitative data might support numbers • qualitative data could be a problem because children might not be able to explain their thoughts or behaviour • it could be debated that quantitative and qualitative data might be needed from children but not from adults or vice versa.	**12**

Question	Answer	Marks
11	***'A repeat prescription is the only accurate way to know that a person has adhered to a request to take their medication.'*** **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 non-adherence: repeat prescriptions (Sherman et al., 2000) **Most likely** (any other appropriate responses should be credited): **Agree** • collecting a repeat prescription means that the person will take the medicine (why else collect it?) • collecting a repeat prescription means that the person has taken all the initial medicine and wants more. • collecting a prescription is objective (fact) • collecting a prescription involves no experimenter bias. The prescription is either collected or it is not. **Disagree** • just because a person collects a prescription does not mean that they will take the medicine. • collecting a repeat prescription does not mean that that the person has taken all the initial medicine; they might have thrown it away. • subjective (qualitative) data is important and should not be ignored by researchers; the person can explain why they collected the prescription.	**12**

Question	Answer	Marks
12	***'Job satisfaction can only be assessed effectively using open-ended questions.'*** **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: rating scales and questionnaires: job descriptive index (Smith et al., 1969); Minnesota satisfaction questionnaire (Weiss et al., 1967) **Most likely** (any other appropriate responses should be credited): **Agree (it can)** • asking open questions can reveal reasons why a worker might be satisfied at work. • taking the time to ask open-ended questions indicates to the worker that their opinion matters; that the company cares. • open questions can be a part of closed questions and can support any quantitative data. **Disagree (it cannot)** • open questions providing qualitative data have no quantitative data so comparisons between workers are more difficult. • it could be argued that only quantitative data is necessary; gathering it is far less time consuming that asking open-ended questions. • open questions need to be analysed which may result in researcher bias or misinterpretation. Inter-rater judgments are needed.	**12**