



Cambridge International AS & A Level

PSYCHOLOGY

9990/03

Paper 3 Specialist Options: Approaches, Issues and Debates

For examination from 2024

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **38** 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 descriptions 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 descriptions for the question - the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.
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).

SPECIMEN**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 descriptions in mind.

**Social Sciences-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.

Generic levels of response marking grids

Table A: AO1 Knowledge and understanding

The table should be used to mark the 6 mark part **(a)** ‘Describe’ questions (4, 8, 12 and 16).

Level	Description	Marks
3	- Clearly addresses the requirements of the question. - Description is accurate and detailed. - The use of psychological terminology is accurate and appropriate. - Demonstrates excellent understanding of the material.	5–6
2	- Partially addresses the requirements of the question. May cover one theory/concept only. - Description is sometimes accurate but lacks detail. - The use of psychological terminology is adequate. - Demonstrates good understanding.	3–4
1	- Attempts to address the question. - Description is largely inaccurate and/or lacks detail. - The use of psychological terminology is limited. - Demonstrates limited understanding of the material.	1–2
0	No creditable response.	0

SPECIMEN**Table B: AO3 Analysis and evaluation**

The table should be used to mark the 10 mark part **(b)** ‘Evaluate’ questions (4, 8, 12 and 16).

Level	Description	Marks
5	- Detailed evaluation of the psychological theories, research, approaches, explanations and treatments/therapies. - Analysis is evident throughout. - A good range of issues including the named issue. - Selection of evidence is very thorough and effective.	9–10
4	- Detailed evaluation of the psychological theories, research, approaches, explanations and treatments/therapies. - Analysis is often evident. - A range of issues including the named issue. - Selection of evidence is thorough and effective.	7–8
3	- Some detailed evaluation of the psychological theories, research, approaches, explanations and treatments/therapies. - Analysis is limited. - A limited range of issues including the named issue. - Selection of evidence is mostly effective.	5–6
2	- Superficial evaluation of the psychological theories, research, approaches, explanations and treatments/therapies. - Little analysis. - Limited number of issues which may not include the named issue. - Selection of evidence is sometimes effective.	3–4
1	- Little evaluation of the psychological theories, research, approaches, explanations and treatments/therapies. - Little or no analysis of issues. - Selection of evidence is limited.	1–2
0	No creditable response.	0

Section A: Clinical Psychology

Question	Answer	Marks	Guidance
1	James has a mood (affective) disorder and has started to receive rational emotive behaviour therapy (REBT). At the first session, James tells the therapist that he has been having problems at work. He feels that he has nothing to contribute in his team. He also thinks that his manager does not like him and this is causing him distress. Explain how REBT can help James with his distress. Award 3–4 marks for a detailed answer with clear understanding of REBT linked to helping James with his feelings at work. Award 1–2 marks for a basic answer with some understanding of REBT with an attempt to link to helping James with his feelings at work. OR A detailed answer with a clear understanding of REBT with no attempt to link to how it will help James with his feelings at work. This follows the ABCDE model – activating agent, beliefs, consequences, dispute and effect. For full marks there needs to be implicit reference to the D and E part of the ABCDE model and how this will help James with his feelings about work. Example: During therapy James will be helped to identify the limiting beliefs he has about work that are causing his distress. (1) The therapist will help James to identify alternative thoughts by challenging/disputing the limiting beliefs. (1) For example, if James says his manager did not listen to his new ideas at recent meeting because his manager doesn't like him, the therapist will suggest his manager may have been listening but just did not respond to James. (1) James can learn to exchange the limiting thought for this new more rational thought and feel less distress as he no longer thinks his manager does not like him – the effect. (1) Other appropriate responses should also be credited.	4	

Question	Answer	Marks	Guidance
2(a)	Outline what is meant by the nature versus nurture debate. Award 2 marks for an outline of the term/concept in the context of the debate. Award 1 mark each for a basic outline of the term/concept. Example: The extent to which human behaviour is a result of our innate traits or our environment. (2) OR Nature is where behaviour is caused by in-born/genetic traits. (1) Nurture is where behaviour is caused by the environment / is learned. (1) Other appropriate responses should also be credited.	2	
2(b)	Explain <u>one</u> weakness of explanations for impulse control disorders from the nature side of the debate. Award 2 marks for a detailed explanation of the weakness in context. Award 1 mark for a basic outline/identification of weakness. Weaknesses might include: • Reductionist explanation – suggests impulse control disorders are caused by biological factors (dopamine deficiency) and ignores other possible causes such as learning and feeling-state. • Deterministic explanation – suggests that there is no free-will in the development of the impulse control disorder. This could also suggest that a person could not unlearn the impulse control disorder as it has developed due to factors outside their control. • Poor practical applications – as the explanation is based on biological factors and it is not possible for the patient with impulse control disorder or a therapist to reduce this dopamine deficiency. Example: One weakness of the nature side of the debate is that the explanation suggests that impulse control disorders develop due to biological factors and ignores other possible explanations. This makes this side of the debate reductionist. (1) It ignores other possible causes of impulse control disorders such as learning and feeling-state theory. (1) Other appropriate responses should also be credited.	2	Context = impulse control disorders

Question	Answer	Marks	Guidance
3(a)	Asha is a student at school who has been diagnosed with bipolar disorder. Explain how <u>two</u> characteristics of this disorder might affect Asha at school. For each characteristic: Award 2 marks for a detailed explanation of symptoms of bipolar disorder linked to school. Award 1 mark for a basic outline of characteristic(s) of bipolar disorder without an attempt to link it to difficulties at school. Characteristics of the disorder include: High mood phase symptoms – euphoria, increased activity/energy, racing/fast thoughts, impulsiveness. Low mood phase symptoms – depressed mood, low energy/oversleeping, lack of interest in normal activities. Other symptoms might include – weight change, sleep changes, exhaustion. Example: One of the characteristics of this disorder is a manic mood phase where the person has racing/fast thoughts. (1) Due to fast thoughts she will find it really difficult to concentrate during her lessons and do her homework. (1) Another characteristic of this disorder is lack of interest in normal activities during the low mood phase. (1) This could cause Asha to withdraw from social activities at school and feel more depressed due to lack of social engagement. (1) Asha will experience two strongly contrasting phases – high mood (manic phase) followed by very low mood. (1) Other appropriate responses should also be credited.	4	

Question	Answer	Marks	Guidance
3(b)	Explain <u>one</u> strength of the diagnostic guidelines of mood (affective) disorders. Award 2 marks for a detailed explanation of a strength of the diagnostic guidelines for mood disorders. Award 1 mark for a basic explanation of a strength of the diagnostic guidelines for mood disorders. One strength from: - the criteria (ICD-11) have been developed by experts in the field and are regularly updated. This improves the validity of the guidelines. - they are holistic guidelines with many different types of mood disorders given. This will help the patient to get a very precise diagnosis and treatment (e.g. bipolar, unipolar). - they are used in many countries around the world to diagnose mental health problems so have good generalisability. Mood disorders can be diagnosed in a similar way across around the world. - Guidelines are objective and give a precise outline of the mood disorder and its symptoms. - Practitioners can use these guidelines to diagnose their patients with mood disorders based on the symptoms described. Example: The criteria (ICD-11) have been developed by experts in the field and are regularly updated. (1) This improves the validity of the guidelines as experts review the diagnostic criteria and update them with new findings from research about mood disorders. (1) Other appropriate responses should also be credited.	2	Allow reference to both ICD and DSM guides.

Question	Answer	Marks	Guidance
4(a)	Describe the psychological explanations (cognitive, behavioural and psychodynamic) of obsessive-compulsive disorder (OCD). Use Table A: AO1 Knowledge and understanding to mark candidate responses to this question. Cognitive and behavioural Cognitive and behavioural can be described separately or together. Cognitive: This explanation is linked to obsessive thinking. These thoughts lead to increased levels of stress and anxiety for the person. The reasoning behind the thoughts is faulty (e.g. the toilet is covered in harmful germs that could kill). Stressful situations can make these thoughts worse. Behavioural: This leads to compulsive behaviour which reduces the obsessive thoughts for a time and acts as the negative reinforcer of the behaviour (as something unpleasant is removed). Psychodynamic The psychodynamic explanation considers that OCD develops during the anal stage of psychosexual development. There may have been difficulties between the child and parent at this stage when the child defecated or urinated. Children may become either anally expulsive or anally retentive and the individual may become fixated at this stage. Compulsive cleaning or other rituals may help to soothe the early childhood trauma. Could also be the id and the superego in conflict with each other. The obsessive cleaning could act as an ego defence mechanism to deal with this conflict. Credit examples of the explanations. Other appropriate responses should also be credited.	6	Award up to 4 marks where the response has described only part of the question even if the response otherwise meets the criteria for level 3.

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Question	Answer	Marks	Guidance
4(b)	Evaluate the psychological explanations (cognitive, behavioural and psychodynamic) of obsessive-compulsive disorder (OCD), including a discussion of individual and situational explanations. Use Table B: AO3 Analysis and evaluation to mark candidate responses to this question. A range of issues could be used for evaluation here. These include: • Named issue – individual and situational explanations. Cognitive-behavioural explanations are both individual and situational. The situational explanation is that stressful situations can make the anxiety worse such as a family member becoming unwell. The individual explanation is that the cognitions the person has around these situations are individual to them and can be different for each person with OCD. For example, one person might believe that they are going to infect other people with their germs and cause them to be ill and another person with OCD might believe that they will become ill due to germs in their environment. These have practical applications as a therapist can identify the individual cognitions a person has and help them to develop healthier thoughts around germs. The psychodynamic explanation can be argued to be a situational explanation as it theorises that OCD develops due to difficult experiences in childhood during the psychosexual stages of development. These difficult experiences/situations have led the person to develop OCD as an ego defence mechanism. This could be argued to have fewer practical applications as it is not possible to change the childhood experiences. However, a psychotherapist can help the person to discuss these difficult experiences and begin to recognise that their compulsive behaviour is caused by this. • Reductionist nature of the explanation – the cognitive-behavioural explanation is more holistic than the psychodynamic, as cognitive-behavioural includes both thoughts and behaviours in the explanation (although ignores biological/genetic causes). Psychodynamic is more reductionist and ignores biological/genetic, behavioural instead having a focus on psychosexual development. • Determinism versus free-will – the cognitive-behavioural explanation is somewhat deterministic – stressful situations can cause thoughts to become worse but the person does have some control over their thoughts and behaviours. Psychodynamic is deterministic as early childhood trauma at anal stage is seen as causing OCD.	10	

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Question	Answer	Marks	Guidance
4(b)	• Nature versus nurture – cognitive-behavioural is learned/nurture. Psychodynamic is both nature (everyone goes through the psychosexual stages) and nurture (how successful it is depends on life experiences). • Idiographic versus nomothetic – both can be seen as nomothetic as they provide general laws about the development of OCD. However, they can also be seen as somewhat idiographic as the explanation for the development of the specific type of OCD thoughts and compulsions will be unique to the individual. In addition, candidates may bring in other aspects into their evaluation such as: • comparison of different explanations • usefulness (effectiveness) of different explanations • scientific nature of explanation (or not). Other appropriate responses should also be credited.		

Section B: Consumer Psychology

Question	Answer	Marks	Guidance
5	Company X knows that customers use a compensatory decision-making strategy when purchasing expensive items from their website. Suggest <u>two</u> ways that knowledge of compensatory strategies could be used to design Company X's website to encourage customers to purchase an expensive item. For each way: Award 2 marks for a detailed outline of the application linked to the context. Award 1 mark for a basic outline of the application. Compensatory strategies: Linear model – each attribute can be measured on a scale and given a weight reflecting its relative importance. The value of an alternative is the sum of the weighted values of its attributes. The best alternative would have the highest value and would be the one chosen by the consumer. Addictive differences model – the consumer compares alternatives attribute by attribute, focusing on the difference between them. The total difference in the attributes is calculated and the best alternative is chosen. Image theory – the consumer uses the compatibility test to screen alternatives based on quality and eliminates any that do not meet a minimum level. When more than one alternative survives the compatibility test, the consumer performs a profitability test to select the best alternative. Example: Company X could use the additive differences model by enabling its customers to make comparisons between the different items that they are thinking about purchasing. (1) The website could be designed so that the customer could select a few items and then a webpage would appear with them side-by-side with important features of the item included so that a final decision could be made. (1) Company X could use the linear model in their website design so the consumer could select which features the item they want to purchase must have. (1) A comparison page would be shown with the features the customer is not as interested in being removed and the consumer can then decide which item they wish to purchase. (1) Other appropriate responses should also be credited.	4	

Question	Answer	Marks	Guidance
6	Research has suggested that shelf position affects purchasing decisions.		
6(a)	Outline what is meant by determinism, using an example about shelf position of a product. Award 2 marks for an outline of the term/concept in context. Award 1 mark for a basic outline of the term/concept. Example: Determinism means the individual has little or no control over the decisions that they make. (1) For example, consumers are more likely to purchase products from the middle of the shelf. Their purchasing behaviour is being determined by the shelf position rather than their free-will. (1) Other appropriate responses should also be credited.	2	Also accept no free-will. Context = shelf position
6(b)	Explain <u>one</u> strength of determinism, using an example about shelf position of a product. Award 2 marks for a detailed explanation of a strength in context. Award 1 mark for a basic explanation of a strength. Strengths may include: • We know how a customer will respond to shelf position which makes people more predictable and understandable. • Applications to everyday life – a retail outlet can ensure the products they want to sell at any given time are placed in the centre of the shelf as this deterministic explanation suggests that this placement will mean more of these products are sold. • Application to everyday life – shops such as grocery stores can charge suppliers more for the central shelf position in their stores as having a product in the centre of the shelf will mean more sales. Example: One strength of determinism is that it has good applications to everyday life as, for example, a supplier of food for a grocery store could ask that their products are placed in the centre of the shelf. (1) The food placed in this position would sell more and increase the profits of the supplier of this food. (1) Other appropriate responses should also be credited.	2	Context = shelf position

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Question	Answer	Marks	Guidance
7(a)	Dina is a washing machine salesperson. She wants to use one of Cialdini's six ways to close a sale with a customer.		
7(a)(i)	Outline how Dina could use <u>one</u> of Cialdini's six ways to close a washing machine sale. Award 2 marks for a detailed outline of the application with relation to the context. Award 1 mark for a basic outline of the application. Cialdini's six ways to close a sale include: reciprocity, commitment (and consistency), social proof, liking, authority and scarcity. Example: Dina must be an authority/expert on all the washing machines she has in stock. (1) She could make sure she knows about the features of the machine, such as washing speeds, types of wash cycles available, spin speed, etc. so that when customers ask questions about the product she is knowledgeable about each one. (1) Dina could use scarcity by telling the customer that there are just two of the washing machines left in stock due to it being so popular. (1) Dina could say that if they don't purchase it today it might not be here tomorrow. (1) Other appropriate responses should also be credited.	2	

Question	Answer	Marks	Guidance
7(a)(ii)	Explain why this way would help Dina to close a washing machine sale. Award 2 marks for an explanation of why this way would help to close the sale linked to washing machines. Award 1 mark for a basic outline of why this way would help to close the sale. Example: Authority – This will close the sale as Dina’s customer will trust her and believe that the information she is giving them about the washing machines is reliable. (1) The customer will learn a lot of information about the washing machine and will purchase one from Dina as she has been able to direct them to a machine that suits their needs. (1) Scarcity – This could convince the customer to make the purchase as they will think it must be a good washing machine as there is limited availability. (1) If Dina said that it might be gone tomorrow it will help to close the sale as customers place more value on products that are seen as slightly scarce. (1) Other appropriate responses should also be credited.	2	

Question	Answer	Marks	Guidance
7(b)	Explain <u>one</u> weakness of this way to close a washing machine sale. Award 2 marks for a detailed explanation of the weakness in context. Award 1 mark for a basic explanation of the weakness. Weaknesses could be for any of the six ways but should match the way used in 7(a)(i). Example: One weakness of the authority strategy is that customers may have a lot of knowledge about the products they are going to purchase and it is possible that the customer will be more knowledgeable than Dina. (1) In this example, the customer will not see Dina as an authority figure and the authority ‘way’ will not have the desired effect of closing the sale. (1) One weakness of the scarcity strategy is that this might not close the sale as the customer may not believe Dina. (1) The customer could think this is just something a salesperson says to pressure them to buy. (1) Other appropriate responses should also be credited.	2	Context = ways to close a sale If there is a clear expression of a different way from part (a)(i) but it is a correct way to close a sale, credit the weakness as appropriate.

Question	Answer	Marks	Guidance
8(a)	Describe what psychologists have discovered about: • advertising and consumer personality including self-monitoring • how product placement in films affects choice. Use Table A: AO1 Knowledge and understanding to mark candidate responses to this question. Candidates must discuss both advertising and consumer personality including self-monitoring and product placement in films, but they do not need to use the Auty and Lewis example from the syllabus. Answers may include: Syllabus content • advertising and consumer personality including self-monitoring. Key study on consumer personality and advertising: Snyder and DeBono focus on study 3 (1985) • how product placement in films affects choice including examples and explanations for choice, such as mere exposure and reminders, including a study e.g. Auty and Lewis (2004). Advertising and consumer personality. Consumer personality can be categorised as high self-monitoring and low self-monitoring. People who are high in self-monitoring are more likely to change their behaviour in order to adapt or conform to the situation. Those who are low in self-monitoring tend to behave in accordance with their own internal needs and feeling. In terms of consumer behaviour whether a consumer is high or low self-monitoring can affect the way they evaluate a product and which features they are likely to react positively to in advertisements. Research suggests that high self-monitoring individuals are more likely to respond to image-orientated adverts and low self-monitoring individuals are more likely to respond to quality-based adverts. Candidates are likely to use the key study in their response. Snyder and DeBono (1985) study 3	6	Award up to 4 marks where the response has described only part of the question even if the response otherwise meets the criteria for level 3.

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Question	Answer	Marks	Guidance
8(a)	40 male and female participants from University of Minnesota – half were high self-monitoring and half were low self-monitoring. Participants were contacted by telephone by an experimenter who did not know the participants' self-monitoring score and offered the participants the opportunity to try out a new shampoo. The experimenter told them either a quality message or an image message. The participants then indicated whether they would be willing to try the shampoo on a verbal scale – definitely not to definitely yes. They also responded to the question 'What percentage do you think best describes your willingness to try this shampoo?' – with 0% indicating <i>not at all</i> and 100% indicating <i>definitely willing</i>. The study found that high self-monitoring individuals are influenced by considerations of the images associated with a product (choosing, in this case, to use the shampoo that would make their hair look good, even if it meant that their great-looking hair would be less than perfectly clean) and low self-monitoring individuals responded to attributes of the product's quality in performing its defining function (choosing, in this case, to use the shampoo that would get their hair very clean, even if their very clean hair would have a less-than-beautiful look). How product placement in films affects choice. Product placement in films is a technique used by companies to influence consumers to buy their products. Research has shown that mere exposure to a product (seeing it in a film once) can influence product choice, and reminders of the product during the film or repeat viewings of the film could lead to greater product sales. Candidates may use the Auty and Lewis (2004) study as an example. 105 students from UK were randomly assigned to one of two groups. In the experimental group the children watched a clip of 'Home Alone' where the family were eating pizza and drinking milk and Pepsi (exposure to the product). In the control group the family were eating macaroni cheese and milk. After watching the film clip, the children were offered a drink where the choice was either Pepsi or CocaCola. They were then asked to describe the film and given specific questions if they did not mention Pepsi. The results found product placement through exposure did have an effect and the children were more likely to choose Pepsi after seeing the clip. Other appropriate responses should also be credited.		

Question	Answer	Marks	Guidance
8(b)	Evaluate what psychologists have discovered about: • advertising and consumer personality including self-monitoring • how product placement in films affects choice, including a discussion about quantitative and qualitative data. Use Table B: AO3 Analysis and evaluation to mark candidate responses to this question. Depending on the examples studied by candidates their answers may vary. A range of issues could be used for evaluation. These include: Named issue – quantitative and qualitative data Snyder and deBono collected quantitative data from the questions asked during the interview (willingness to try shampoo on a verbal scale – definitely not to definitely yes and % that best describes willingness to try shampoo from 0% indicating <i>not at all</i> to 100% indicating <i>definitely willing</i>). Auty and Lewis collected both qualitative and quantitative data by asking a variety of questions about the content of the film (quantitative and qualitative) as well as the choice of soft drink (quantitative). Strengths of quantitative data: • can make comparisons between groups/conditions • can do statistical analysis. Weaknesses of quantitative data: • lacks depth • verbal/rating scales – can be interpreted differently by participants. Strengths of qualitative data: • in depth • gain an individual understanding from the participant responses. Weaknesses of qualitative data: • comparisons cannot be made between groups/conditions • difficult to summarise data • cannot do statistical analysis.	10	

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Question	Answer	Marks	Guidance
8(b)	- Self-reports – advantages include can find out what participants are thinking (e.g. type of self-monitoring in Snyder and deBono) and are quick and easy to complete. Disadvantages include social desirability and demand characteristics (participants in Auty and Lewis chose Pepsi as they thought this was what was expected of them). Allow reference to advantages and disadvantages of different types of self-reports (e.g. questionnaires and interviews). - Validity – both are measuring what they intend to measure. Synder and deBono has good ecological validity as a field study. Auty and Lewis is a lab study but children do watch films in everyday life. - Use of children in research – must be careful with ethical considerations (e.g. Auty and Lewis study sought parental consent). Children can be more prone to demand characteristics (e.g. in Auty and Lewis – both groups of children may have tried to work out the aim of the study and been eager to please the researchers and therefore selected the Pepsi). - Determinism versus free-will – product placement is deterministic as it sees the product in the film as causing the product choice. Candidates could argue that self-monitoring is less deterministic because decisions are made in response to different features of the product. They could argue self-monitoring is due to free-will as this is something the consumer can change to become a high or low self-monitor. In addition, candidates may bring other aspects into their evaluation such as: - generalisations from findings - ethics Other appropriate responses should also be credited.		

Section C: Health Psychology

Question	Answer	Marks	Guidance
9	Khaleel works for a small company. He is experiencing stress at work because of changes in his working hours caused by staff shortages. Suggest <u>two</u> appropriate ways that his employers could measure his stress levels. For each suggested test: Award 2 marks for a detailed outline for each of the suggested tests linked to the context. Award 1 mark for a basic outline/identification of each of the suggested tests. Syllabus content: • recording devices: heart rate. • sample tests: salivary cortisol. • questionnaires including tests of Friedman and Rosenman's Type A personality and Holmes and Rahe's life events questionnaire. Example: Khaleel's employers could have him take a salivary test before and after work. (1) The amount of cortisol would be measured and this would indicate how much stress he is experiencing due to his changes in working hours. (1) They could give him the Type A personality test. (1) A high score would indicate he has a Type A personality which could explain why he is experiencing more stress at work due to the uncertainty of changes in working hours which someone with Type A personality is likely to find stressful. (1) Other appropriate responses should also be credited.	4	Do not accept fMRI as this is not appropriate for the context.

Question	Answer	Marks	Guidance
10(a)	Outline what is meant by the nomothetic approach, using an example from a source of stress. Award 1 mark for an outline of the term/concept. Award 1 marks for applying the term/concept to an example of a source of stress. Example: The nomothetic approach in psychology establishes generalisations or laws which apply to all people. (1) For example, this approach would suggest that work is a source of stress for all employees if the work involves long hours, conflict, poor communication, etc. (1) The nomothetic approach in psychology establishes generalisations or laws which apply to all people. (1) For example, this approach would suggest that anyone with a Type A personality will be more prone to stress due to their competitive and perfectionist personality traits. (1) Other appropriate responses should also be credited.	2	

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Question	Answer	Marks	Guidance
10(b)	Explain <u>one</u> weakness of the nomothetic approach, using an example from a source of stress. Award 2 marks for a detailed explanation of the weakness in context. Award 1 mark for a basic outline/identification of the weakness. Weaknesses may include: • Ignores individual differences/individual experiences that might be different to the general laws established, e.g. some people might not find conflict at work stressful. • Ignores subjective experiences of individuals or that individuals might experience stress differently in very similar work situations. • Might not be generalisable to all everyday events, e.g. poor communication in a meeting might not cause as much stress as poor communication in an e-mail. Example: One weakness of the nomothetic perspective in psychology is that it ignores individual differences when it applies general laws to people. (1) For example, some people may not find working long hours to be stressful as this enables them to complete all of their work and not take any home with them. (1) Other appropriate responses should also be credited.	2	Context = a source of stress

Question	Answer	Marks	Guidance
11(a)	Mr Mallick works in a school of 11–14 year old students. He wants to increase the self-esteem of his class by using positive psychology. Suggest <u>two</u> ways Mr Mallick could use positive psychology to increase his students' self-esteem. For each suggested way: Award 2 marks for a detailed explanation of the way to increase students' self-esteem in a school setting. Award 1 mark for a basic outline of the way to increase self-esteem.	4	

Question	Answer	Marks	Guidance
11(a)	Syllabus content: - Positive psychology: defining positive psychology. Three focuses: pleasant life, good life, meaningful life. Key study on using positive psychology in schools to improve mental health: Shoshani and Steinmetz (2014) Ways to increase self-esteem using positive psychology: - Set long-term goals and break these down into smaller targets to achieve each week. Will improve self-esteem as the student will see their progress towards their long-term goal and feel good about their achievements. - Write a list of things that the student feels grateful for. One of these must be something about themselves that they feel grateful for (e.g. their achievements, skills, personality, etc.). This will help the student to see their own worth. - Have a class discussion about self-esteem. This will increase communication between students and improve their relationships. This can help with self-esteem because the student can see they are a valued member of the class and can contribute to discussions. - Use video clips and class discussion to explain 'the good life'. The discussion could focus on one of the core virtues (wisdom and knowledge, courage, love and humanity, justice, temperance and spirituality and transcendence) such as courage, and encourage the students to discuss times in their life where they have shown courage. This will help to increase self-esteem as the student will begin to see themselves as a courageous person. Example: Mr Mallick could ask his class to write a list of five things they are grateful for and at least two of these things must be something about themselves. (1) This will help his students to recognise their skills, talents and attributes that they value and help them to feel good about themselves. (1) Mr Mallick could have his class write down a long-term goal and then a list of four things they could do during the week to help them move closer to achieving this goal. (1) The following week the class would review their progress. This will help Mr Mallick's students' self-esteem as the students will feel good about their achievements and recognise that their efforts are moving them closer to achieving their long-term goal. (1) Other appropriate responses should also be credited.		

Question	Answer	Marks	Guidance
11(b)	For <u>one</u> of the ways to increase self-esteem that you suggested in part (a): Explain <u>one</u> weakness of this way to increase self-esteem. Award 2 marks for a detailed explanation of the weakness in the context of increasing the self-esteem of Mr Mallick's students. Award 1 mark for a basic explanation of the weakness. Weaknesses may include: Students not taking it seriously/putting in little effort into the activities and discussion. Some students may not be comfortable or socially skilled enough to participate fully in class discussion and this could lower their self-esteem if they compare their discussion skills with other students in the class. If is time-consuming and would require Mr Mallick to have the time to focus on positive psychology rather than teaching his students the course. Situational and individual issues might also be relevant: Level of parental-involvement as students may need help to complete their action plan during the week. Less involved parents could lead the student to not achieving their goals. Level of whole school involvement (Shoshani and Steinmetz – a school-wide programme with regular teacher training, positive messages around school, changes to parent-teacher conferences). It may be difficult for a teacher to implement this programme on their own. Example: One weakness of having his students write a list of five things they are grateful for is some of the students may not take the activity seriously. (1) If the student does not put much effort into their list they might not show improvements in their self-esteem because their list includes things that they are not really grateful for. (1) One weakness of a class discussion on self-esteem could be that some students are socially awkward and may find it emotionally difficult to contribute to it. (1) This could lower the student's self-esteem highlighting to them the problems they have in social interaction and they would feel their classmates are more socially skilled than they are. (1) Other appropriate responses should also be credited.	2	

Question	Answer	Marks	Guidance
12(a)	Describe the study by Savage and Armstrong (1990) on the effect of a general practitioner's consulting style on patients' satisfaction. Use Table A: AO1 Knowledge and understanding to mark candidate responses to this question. The response must describe the key study. Details may include: Aim – To compare the effect of directing and sharing styles of consultation by a practitioner on patients' satisfaction with the consultation. Sample – 359 patients selected randomly from an inner-city London general practice, (200 results were used). Age 16–75. Method – Field experiment with independent measures design. Patients were randomised to receive a directing or sharing consultation style. Procedure – The study took place over four months. Patients were randomly allocated to either directing/shared style through a set of cards. A consultation with their practitioner was carried out and advice and treatment were given using the allocated style. Afterwards patients' satisfaction was measured by a questionnaire completed by the patients that asked about the quality of communication in the consultation and thoughts after the consultation was over. A second questionnaire with a stamped addressed envelope was then given to each patient with instructions to fill it in and post it after one week. After the patient had left the consulting room, demographic and other data were gathered from the notes and the length of the consultation was recorded. Results – Savage and Armstrong compared a patient-centred style (sharing consultative process) with the doctor-centred style (directive doctor-led process). All the patients involved in the study reported that they were highly satisfied with the consultation. However, straight after the consultation and one week later, it was found that they preferred the doctor-led/directive style. It is possible that this is due to people being more familiar with the traditional method; adjusting to a newer consultation style could take time for patients and their doctors. Other appropriate responses should also be credited.	6	

Question	Answer	Marks	Guidance
12(b)	Evaluate the study by Savage and Armstrong, including a discussion about generalisations from findings. Use Table B: AO3 Analysis and evaluation to mark candidate responses to this question. A range of issues could be used for evaluation. These include: • Named issue – generalisations from findings (from the sample). Generalisations from the findings of Savage and Armstrong can be made as there was a very large sample size (359 patients) with a large age range from 16–75 years which leads to good generalisability to the target population. However, it might not be possible to make generalisations from the findings because the study took place in inner-city London and might not be representative of populations in more rural areas, other cities or other countries. It may be that patients in the inner-city have a preference for a particular style that people in other locations might not have. • Generalisations from findings (to everyday life). As the study took place in the natural environment and patients were seeing the practitioner as they would normally and discussing their symptoms/receiving advice and treatment, generalisations from the findings can be made due to the high ecological validity of this study. However, in order to meet with ethical guidelines the study did get informed consent which could lower the generalisability of the findings as the participants might respond differently as they know they are in a study. • Application of psychology to everyday life (usefulness) – practitioners should use the directing style (doctor-centred) with their patients. • Individual and situational explanations – supports situational as the style of the doctor is influencing the patient satisfaction. • Cultural differences – the study took place in London and patients in other cultures may have a different view. Some countries may show an even greater preference for directing/doctor-centred style whereas others may have a preference for sharing/patient-centred. • Determinism versus free-will – deterministic as it is the doctor's consulting style that is causing the participant's behaviour (satisfaction) • Validity – good ecological validity. Quantitative data could lower validity as we do not know the reasons for the preferences shown for directing/doctor-centred style. As participants know they are in a study they could show demand characteristics which lowers validity.	10	

Question	Answer	Marks	Guidance
12(b)	In addition, candidates may bring other aspects into their evaluation such as: • ethics • evaluation of quantitative data • evaluation of self-reports used • reliability • evaluation of controls used • evaluation of independent measures design. Other appropriate responses should also be credited.		

Section D: Organisational Psychology

Question	Answer	Marks	Guidance
13	Shanjida has recently been appointed as manager of the production department of a car factory. She has been told to increase production in her department.		
13(a)	Suggest <u>one</u> of Muczyk and Reimann’s styles of leader behaviour that Shanjida could consider using to manage her team. Award 2 marks for a detailed outline of the application of a leadership style to the context. Award 1 mark for a basic outline/identification of a leadership style. Syllabus content: Muczyk and Reimann’s four styles of leader behaviour, e.g. directive autocrat, directive democrat, permissive autocrat, permissive democrat. Example: Shanjida could consider being a directive autocrat where she supervises her workers closely. (1) As she is new in the role it might be helpful to her to work closely with her employees. (1) Shanjida could be a directive democrat where she would encourage her workers to participate in decision-making. (1) As she is new this might be helpful as her workers have a lot of experience in production for the company. (1) Other appropriate responses should also be credited.	2	

SPECIMEN

Question	Answer	Marks	Guidance
13(b)	Explain why the style of leader behaviour you suggested in part (a) could lead to an increase in production. Award 2 marks for a detailed outline of the application linked to an increase in sales. Award 1 mark for a basic outline/identification of the application. Example: Being a directive autocrat could increase production as Shanjida would be able to monitor the strategy that her team uses and tell them to make changes that would help increase production. (1) If the strategy was not increasing production, she could quickly direct her team to make changes and monitor its success. (1) Being a directive democrat means Shanjida would involve her team in the decision-making and get their ideas about strategies to use to increase production. (1) As she is new to the team, her workers will have a lot of experience of successful strategies that have been used in the past and can be updated to use again to help increase production. (1) Other appropriate responses should also be credited.	2	

Question	Answer	Marks	Guidance
14(a)	Outline <u>one</u> universalist theory of leadership. Award 2 marks for an detailed outline of the term/concept. Award 1 mark for a basic outline of the term/concept. Syllabus content: great person, charismatic and transformational leaders. Example: One universalist theory of leadership is the theory that charismatic people will make good leaders. (1) These types of leaders have extraordinary characteristics that inspire others to follow them, such as high levels of confidence and conviction. (1) Other appropriate responses should also be credited.	2	

SPECIMEN

Question	Answer	Marks	Guidance
14(b)	Explain how the universalist theory of leadership that you outlined in part (a) is reductionist. Award 2 marks for a detailed explanation linked to the universalist theory of leadership. Award 1 mark for a basic explanation. The response should use the universalist theory of leadership used in part (a). Example: The charismatic theory of leadership is reductionist because it is explaining what makes a good leader in terms of the extraordinary characteristics of the individual without considering the various types of employees the person might be leading. (1) Some employees could find a charismatic leader intimidating and therefore this theory does not provide a full explanation of what would make a good leader. (1) Other appropriate responses should also be credited.	2	

SPECIMEN

Question	Answer	Marks	Guidance
15(a)	Suggest <u>two</u> ways a manager in an organisation could avoid groupthink in the decision-making of one of their teams. For each suggested way: Award 2 marks for a detailed explanation of the way to avoid groupthink. Award 1 mark for a basic outline of the way to avoid groupthink. Suggestions may include: • Encourage members of the team to express their views fully. • Senior management to regularly attend team meetings in order to help the team leader to avoid issues such as illusions of invulnerability, rationalising, etc. • Team leaders should be trained so they are aware of groupthink and what to do to avoid it – such as challenging team members who appear to be conforming and agreeing with what is being said in the group, appointing a ‘devil’s advocate’, or splitting large teams into smaller ones. • Bringing in someone from a different department who has not been part of the decision-making process to observe and comment. Example: In order to avoid groupthink the organisation should make sure that the members of any of their teams know they are all responsible for the decisions they make and there could be consequences for poor decisions. (1) This could be done through a regular review by senior management who could discuss with the team members what might happen if they do not achieve their goals (e.g. no bonus). This will help to avoid illusions of invulnerability. (1) The team leader could appoint one member of the group to play ‘devil’s advocate’. (1) This person would challenge the ideas presented and get the person presenting the idea to justify their decisions to ensure the idea is thought through carefully. (1) Other appropriate responses should also be credited.	4	

Question	Answer	Marks	Guidance
15(b)	For <u>one</u> of the ways to avoid groupthink that you suggested in part (a): Explain <u>one</u> weakness of this way to avoid groupthink. Award 2 marks for a detailed explanation of the weakness. Award 1 mark for a basic explanation of the weakness. Weaknesses may include: • Encourage: Leaders may have poor communication skills/lack training and find it difficult to encourage their team members to express their views fully. • Senior manager/train senior manager: If a member of the senior management team joins the team in order to observe, the team members may behave differently. • Different department: It may be difficult to rotate team members in a small company or where teams are specialised. • Senior manager: The senior management who are monitoring the teams may also be susceptible to groupthink. • Devil's advocate: 'Manufactured' challenge is not taken as seriously as genuine challenge to ideas. Example: One weakness of this approach is that the team may not be honest with the senior manager who joins their meeting. (1) They will want to seem as though they are working towards achieving their goals and therefore groupthink may end up happening anyway. (1) One weakness of appointing a 'devil's advocate' is that the challenge to the ideas presented is manufactured by this team member and is not authentic so is not taken as seriously by the team. (1) As the challenge is ignored by the team it may encourage groupthink rather than reduce it. (1) Other appropriate responses should also be credited.	2	

Question	Answer	Marks	Guidance
16(a)	Describe what psychologists have discovered about: • the impact of physical work conditions on productivity and the Hawthorne effect • the impact of the design of the work environment focusing on open plan offices. Use Table A: AO1 Knowledge and understanding to mark candidate responses to this question. Candidates must discuss both the physical work conditions and the Hawthorne studies and open plan offices, but do not need to use the examples from the syllabus. Answers may include: The types of physical work conditions which might be studied are likely to focus on the conditions used in the Hawthorne studies. Credit other physical work conditions. The Hawthorne studies were conducted from 1924 to 1933 at the Hawthorne Plant in Chicago to test the effect of changes in the environment on productivity. The research consisted of a series of experiments to study the effects of illumination, humidity, and temperature on worker performance. In addition, interviews were conducted with more than 20 000 employees at the factory. The researchers found regardless of what conditions they changed the productivity increased. It was concluded that it could be due to the special privileges received by those involved in the study as well as the improved relationships the workers formed with each other and management. The attention shown to them by all those concerned with the study was the variable which influenced their behaviour. This is what is known as the 'Hawthorne effect'. Open plan offices An open plan office is where there is an absence of interior walls. There may be low walls which divide up the workspace but there are no private offices. For example, Oldham and Brass (1979) study – Employees of a newspaper in the Midwest, United States (US). 123 participants. 76 in an experimental group who experienced all three waves of the move to the open plan office design. Five were a control group (office design did not change) and 26 experienced two of the waves. Three questionnaire items were used to measure each of the following job characteristics: autonomy, skill variety, task identity, task significance and task feedback. They also asked questions about how easy it was to interact with others, perception of conflict, concentration, etc. They found employees' internal motivation and satisfaction with work and colleagues decreased after the move to the open plan office. Participants found it difficult to concentrate/complete tasks.	6	Award up to 4 marks where the response has described only part of the question even if the response otherwise meets the criteria for Level 3.

Question	Answer	Marks	Guidance
16(a)	Other appropriate responses should also be credited.		
16(b)	Evaluate what psychologists have discovered about: - the impact of physical work conditions on productivity and the Hawthorne effect - the impact of the design of the work environment focusing on open plan offices, including a discussion about experiments. Use Table B: AO3 Analysis and evaluation to mark candidate responses to this question. Depending on the examples studied by candidates their answers may vary. A range of issues could be used for evaluation. These include: Named issue – experiments. The Hawthorne studies were an experiment and the example for open plan offices, Oldham and Brass was a quasi-experiment. Strengths Good ecological validity – both done in the natural environment of a factory and an office, investigating the effect of changes to the work environment on productivity and personal experiences of the employees. Control of the independent variable(s), e.g. in Oldham and Brass all employees began the study in a conventional, multi-cellular office environment and were then moved to the open plan office. They divided up the groups depending on the employees' experiences of the move, e.g. whether they experienced two or three waves in order to control for the experience of moving offices. Weaknesses Demand characteristics/social desirability – the participants in both studies knew they were in a study as they gave a self-report of their experiences of the changes in their office environment. This may have led to socially desirable responses/behaviour. The participants in the Hawthorne studies may have witnessed their colleagues working harder and therefore worked harder themselves due to conformity rather than the 'Hawthorne effect'. Lack of control of variables – for example, in the Hawthorne studies it could be that there was a change of supervision during the study on illumination that could have caused the improvement in productivity and attitude rather than the 'Hawthorne effect'.	10	

SPECIMEN

Question	Answer	Marks	Guidance
16(b)	- Questionnaires – used in the Oldham and Brass study, participants might not have been honest in their negative review of the new open-plan offices and used this as an opportunity to be critical of the newspaper. - Quantitative and qualitative data – the Oldham and Brass and Hawthorne studies collected both types of data with a focus on quantitative data. - Quantitative data – strengths – can make comparisons between conditions/over time, can do statistical analysis. Weakness – not in depth/no reasons given for responses. - Qualitative data – strength – in depth. Weaknesses – cannot make comparisons, open to interpretation, no statistical analysis. - Deterministic explanation – the environment (open plan office and features of physical work conditions) is causing the change in behaviour and there is no free-will. - Longitudinal studies – both studies are longitudinal. Strengths – in depth and shows change over time. Weaknesses – researchers become overly involved with participants and study loses validity, time-consuming, participant attrition, not all results are reported – therefore researchers have to select important results and this could be subjective. In addition, candidates may bring other aspects into their evaluation such as: - ethics - usefulness (application of psychology to everyday life) - evaluation of self-reports used - reliability - validity - evaluation of controls used - evaluation of design - reductionist nature of conclusions – it is the environment that is causing the change in productivity and attitudes while ignoring other possible causes. Other appropriate responses should also be credited.		