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CAMBRIDGE
International Education

Cambridge International AS & A Level

PSYCHOLOGY **9990/42**

Paper 4 Specialist Options: Application and Research Methods **February/March 2026**

MARK SCHEME

Maximum Mark: 60

Published

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

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

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

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This document consists of **36** 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 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 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 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
BOD	Benefit of doubt
REP	Repetition
	Answer unclear
NOM	Used in the 10-mark planning Q in Section B to indicate wrong method
E	Used in the 10-mark planning Q in Section B to indicate ethics included
NAQ	Not answering question
SEEN	
	Supportive point
B	Used in the 10-mark planning Q in Section B to indicate bullet point included
NE	Used in the 10-mark planning Q in Section B to indicate no ethics included

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Generic levels of response marking grids

Table A: AO2 Application
The table should be used to mark the 10 mark 'Plan a study' questions (**9**, **10**, **11** and **12**).

Level	Description	Marks
5	The response: • uses an appropriate method as required by the question. • describes a good range of appropriate method-specific features with accurate detail. • describes a good range of appropriate general methodological features with accurate detail. • shows very good understanding and the plan is coherent and is sufficient for replication. • clearly applies knowledge of psychological methodology and terminology involved in planning a study. • Uses and shows good understanding of ethical guidelines.	9–10
4	The response: • uses an appropriate method as required by the question. • describes a range of appropriate method-specific features in detail. • describes a range of appropriate general methodological features with some in detail. • shows good understanding and the plan is coherent. • applies knowledge of psychological methodology and terminology involved in planning a study. • uses ethical guidelines appropriately.	7–8
3	The response: • uses an appropriate method as required by the question. • describes a range of appropriate method-specific features although these may lack detail. • describes some general methodological features although these may lack detail. • shows limited understanding and the plan has some coherence. • applies some knowledge of psychological methodology and terminology involved in planning a study. • refers to ethical guidelines.	5–6
2	The response: • uses an appropriate method as required by the question. • identifies (lists) some appropriate method-specific features. • identifies (lists) a limited range of appropriate general methodological features. • shows little understanding and the plan would be difficult or impossible to replicate. • makes some attempt to apply knowledge of psychological methodology and terminology involved in planning a study. • ethical guidelines listed or absent.	3–4

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Level	Description	Marks
1	The response: • may not use the method required by the question. • may not answer the question set. • identifies a few general and/or method-specific features and detail is limited. • shows very little understanding and the plan would be impossible to replicate. • makes a limited attempt to apply knowledge of psychological methodology and terminology involved in planning a study.	1–2
0	• No response worthy of credit. • The candidate describes the study listed on the syllabus. • The plan is unethical.	0

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Question	Answer	Marks
1	**From the key study by Freeman et al. (2003) on virtual reality and persecutory ideation:**	
1(a)	**Identify <u>four</u> features of the sample of participants used in this study.** **AO1** Syllabus: 1.1.1 Diagnostic criteria for schizophrenia. Key study using virtual reality to investigate persecutory ideation: Freeman et al. (2003). Marks: Award 1 mark for each correct feature Definitive answer: • 24 participants • 12 female and 12 males • mean age 26 years • recruited from UCL, London • all 'mentally well' (no history of mental illness) • 21 students, 3 admin staff	**4**
1(b)	**Suggest <u>one</u> reason why clinical patients were <u>not</u> used as participants in this study.** **AO2** Marks: Award 2 marks for an appropriate suggestion stated and applied to study with detail / elaboration / example. Award 1 mark for reason identified but not applied. Answers may include (<u>other appropriate responses to be credited</u>). • the study is a pilot study (1 mark) and as it is untried on any participant it might be dangerous to try directly on a person with persecutory ideation (+1 mark) • it would be unethical to try a new technique without knowing effects/consequences (1 mark) on a person with persecutory ideation (+1 mark)	**2**

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Question	Answer	Marks
1(c)	**Explain <u>two</u> weaknesses of using participants that were paid to take part in this study on virtual reality and persecutory ideation.** **AO3** Marks: Up to 2 marks for each weakness ×2 Award 2 marks for an appropriate weakness stated and applied as required by the question with detail / elaboration / example. Award 1 mark for an appropriate weakness stated but not applied Answers may include (<u>other appropriate responses to be credited</u>): Weaknesses • participants who are paid may feel obliged to continue with the study and not withdraw when they should (1 mark) which might be harmful to them on a study involving avatars behaving in persecutory ways (+1 mark) • participants who are paid 'do it for the money', they might behave in ways that are different from those who would do the study for free (1 mark) and so data gathered on persecutory ideation, such as positive and negative comments, might not be valid (+1 mark) Note: 0 marks for general comments 'show social desirability; demand characteristics'	**4**

Question	Answer	Marks
2(a)	**Identify <u>two</u> features of the treatment of imaginal desensitisation for impulse control disorders.** **AO1** Syllabus 1.3.3 Treatment and management of impulse control disorders. psychological (cognitive-behavioural) therapies including: – imaginal desensitisation, including a study, e.g. Blaszczynski and Nower (2003). Marks: Award 1 mark for each correct feature 2 max. Answers may include (<u>other appropriate responses to be credited</u>). • **teaching progressive muscle relaxation** (1 mark) • the person **visualises themselves being exposed to the situation that triggers the drive** to carry out the impulsive behaviour (1 mark) OR • visualises themselves **walking away from/leaving** the situation in a relaxed state (1 mark) Note: 0 marks for 'shown images' (not imaginal); 0 marks for 'nausea' and similar (which is covert sensitisation).	**2**

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Question	Answer	Marks
2(b)	**Suggest how pyromania can be treated, other than by imaginal desensitisation.** **AO2** Marks: Award 2 marks for an appropriate suggestion and applied to study with detail / elaboration / example. Award 1 mark for an appropriate suggestion identified but not applied. Answers may include (<u>other appropriate responses to be credited</u>). • biochemical treatments such as selective serotonin uptake inhibitors (SSRIs) have been used to treat ICD's: pyromania, kleptomania and sometimes gambling (1 mark). Grant et al. (2008) treated gamblers with the opiate antagonists nalmefene and naltrexone, which work by reducing the urge to engage in the addictive behaviour (+1 mark) • covert sensitisation involves an aversive stimulus in the form of anxiety-producing imagery (such as being caught or feeling nauseous) being paired with the undesirable behaviour to change that behaviour (1 mark). Covert involves imagery about the undesired behaviour rather than the actual behaviour (which would be overt). Glover (1985, 2011) reported the case study in the treatment of a woman with Kleptomania (+1 mark)	**2**
2(c)	**Explain <u>two</u> weaknesses of using imaginal desensitisation to treat pyromania.** **AO3** Marks: Up to 2 marks for each weakness ×2 Award 2 marks for an appropriate weakness stated and applied as required by the question with detail / elaboration / example. Award 1 mark for an appropriate weakness stated but not applied. Answers may include (<u>other appropriate responses to be credited</u>): Weaknesses: • the pyromaniac may not provide honest answers to questions (1 mark) perhaps to hide the extent of their addiction to pyromania (+1 mark) • the treatment of imaginal desensitisation will not work (1 mark) because the pyromaniac may not be able to visualise situations that create their arousal and excitement (+1 mark) • the pyromaniac may not be able to apply what they have learned in the treatment sessions (1 mark) meaning that they continue to set fires and gain excitement (+1 mark)	**4**

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Question	Answer	Marks
3	**The study by Hall et al. (2010) on choice blindness used 10-point scales to measure different variables.**	
3(a)	**Outline <u>two</u> of the variables these 10-point scales measured.** **AO1** Syllabus**:** 2.3.3 Mistakes in decision-making. Key study for choice blindness when tasting food items: Hall et al. (2010). Marks: Award 2 marks for a detailed outline. Award 1 mark for a partial outline X2. Definitive answers: • pre-test (non-manipulated) participants **rated the similarity** of eight pairs of jams and seven pairs of teas (1 mark) on a scale from (1 'very different' to 10 'very similar') (+1 mark) • the participants either tasted the pair of jams or smelt the pair of teas and rated **how much they liked each product** (1 mark) on a ten-point rating scale from 1 'not at all good' to 10 'very good' (+1 mark) • participants were asked to indicate on a 10-point scale how **difficult they felt it was to discriminate** between the two alternatives (1 mark) from 1 'very difficult' to 10 'very easy' (+1 mark) • finally, they were asked to indicate on a 10-point scale **how confident they were in their choice** (1 mark) (from 1 'very unsure' to 10 'very certain') (+1 mark) Note: preference for tea OR jam (before or after switch) = 0	**4**
3(b)	**Suggest <u>one</u> open question that could be used to measure <u>one</u> of these variables.** **AO2** Marks: 1 mark for correct open question wording, plus 1 mark for relating to study. Note: Answer must be 'Explain' or 'Describe'. Questions with one-word answers are not 'open'. Answers may include (<u>other appropriate responses to be credited</u>): Explain/Describe • how similar (or different) these pairs of jams or teas are • how much you liked each product i.e. jam or tea • how difficult it felt to discriminate between the two alternatives • how confident you felt in your choice	**2**

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Question	Answer	Marks
3(c)	**Explain <u>one</u> strength and <u>one</u> weakness of using 10-point scales in this study.** **AO3** Marks**:** Up to 2 marks for each strength and up to 2 marks for each weakness: Award 2 marks for an appropriate strength/weakness stated and applied as required by the question with detail / elaboration / example. Award 1 mark for an appropriate strength/weakness stated but not applied Answers may include (<u>other appropriate responses to be credited</u>): Strengths: • a 10-point scale response must be either for or against (even if 51/49) (1 mark). This means that for all four scales (see (a) above) there is commitment to one side or the other even if they rated the similarity similarly (+1 mark). • it does not allow any participant to score neutral for any item (1 mark) so participants cannot opt out of 'difficulty', 'confidence' etc (+1 mark) • a 10-point scale gives a wider range of answers than a 7/5/3 point scale (1 mark) so rating 'similarity' isn't all that similar (+1 mark) Weaknesses: • a 10-point scale allows no opt-out/neutral (1 mark) so no-one can say they are 50/50 over 'difficulty', 'confidence' etc even if they are (+1 mark). • a person might genuinely not be able to make a decision either way but can't opt out (+1 mark) • the question is ambiguous (1 mark) or isn't understood (1 mark) so a person has to commit themselves to a false response about 'difficulty', 'confidence' etc (+1 mark).	**4**

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Question	Answer	Marks
4(a)	**Identify <u>two</u> functions of slogans.** **AO1** Syllabus: 2.5.3 Brand awareness and recognition. Brand awareness, brand image and effective slogans including types and function of slogans; guidelines for creating effective slogans, e.g. Kohli et al. (2007) Marks: Award 1 marks for each correct answer. Most likely answer (<u>other appropriate responses to be credited</u>) The main functions of slogans: • to enhance (or maintain) brand awareness • to positively affect the brand image, by creating, supporting or changing that image. • to prime consumers to buy the product through familiarity and liking. • to make the product more memorable • to link the slogan with a brand Note: examples are not required. Note: Question is *functions*, distinct from *types* (polysemous, business, descriptive, etc)	**2**
4(b)	**Suggest <u>one</u> way in which the effectiveness of a slogan could be measured.** **AO2** Marks: Award 2 marks for an appropriate suggestion and applied to study with detail / elaboration / example. Award 1 mark for an appropriate suggestion but not applied. Answers may include (<u>other appropriate responses to be credited</u>). • conduct an experiment (type needed) (1 mark): participants can be exposed to different slogans (IV) and complete various tasks (DV) or are then asked about their experiences and/or feelings/satisfaction (+1 mark) • give a questionnaire or interview (include technique or format) (1 mark) with questions about what people think about each slogan (+1 mark). • conduct an observation (features (1 mark) where various slogans are presented and emotional response such as excitement is observed (+1 mark)	**2**

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Question	Answer	Marks
4(c)	**Explain <u>one</u> strength and <u>one</u> weakness of the measurement you suggested in 4(b).** **AO3** Marks**:** Up to 2 marks for each strength and up to 2 marks for each weakness: Award 2 marks for an appropriate strength/weakness stated and applied as required by the question with detail / elaboration / example. Award 1 mark for an appropriate strength/weakness stated but not applied Answers may include (<u>other appropriate responses to be credited</u>): Strengths and Weaknesses • experiment: any strength/weakness of a laboratory experiment or a field experiment (1 mark) related to the slogans presented (+1 mark) • interview: any strength/weakness of a face-to-face or phone or online interview OR type of interview (structured/semi/unstructured) (1 mark) related to the slogans presented (+1 mark) • questionnaire: any strength/weakness of closed or open questions OR type of format (paper/pencil or online or postal) (1 mark) related to the slogans presented (+1 mark) • observation: any strength/weakness (about four features of observations) (1 mark) related to the slogans presented (+1 mark).	**4**

Question	Answer	Marks
5	**From the key study by Yokley and Glenwick (1984) on improving medical adherence using community interventions:**	
5(a)	**Identify the <u>four</u> experimental groups used in this study.** **AO1** Syllabus: 3.2.3 Improving adherence. Key study on improving medical adherence using community interventions: Yokley and Glenwick (1984). Marks: Award 1 mark for each group correctly identified (e.g. 'the general prompt'). Definitive answers • the **general prompt** group (n = 195) received a mailed prompt containing general inoculation information and instructions that 'your child' needs inoculations. • the **specific prompt** group (n = 190) received a mailing naming the target child and the particular inoculations that the child needed and giving the clinic's location and hours. • the **increased access** group (n = 185) same as the specific prompt plus a second page giving additional clinic opening hours. • the **monetary incentive** group (n = 183) same as the specific prompt plus a second page with a statement about 'giving away $175 in cash prizes' for those attending the clinic. Note: 0 marks for either control group.	**4**

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Question	Answer	Marks
5(b)	**Suggest why control groups were included in this study.** **AO2** Marks: Award 2 marks for an appropriate suggestion stated and applied to study with detail / elaboration / example. Award 1 mark for an appropriate suggestion but not applied. Answers may include (<u>other appropriate responses to be credited</u>). • to set a baseline to which the experimental groups can be compared (1 mark) no contact with family at all (no contact control group) (+1 mark) • to test specific features of the experimental groups (1 mark) contact with family but no specific prompt (control contact) (+1 mark)	**2**
5(c)	**Explain <u>two</u> weaknesses of using postal questionnaires to collect data about immunising children.** **AO3** Marks: Up to 2 marks for each weakness X2 Award 2 marks for an appropriate weakness stated and applied as required by the question with detail / elaboration / example. Award 1 mark for an appropriate weakness stated but not applied. Answers may include (<u>other appropriate responses to be credited</u>): Weaknesses • people may not receive the mailing, or receive it but never read it (1 mark) [see below] • people read the information but not act on it (or forget to act on it) (1 mark) • people may delay acting (appraisal delay etc re Safer) (1 mark) • people forget to return it. Only 10% of postal questionnaires are returned (1 mark) • relatively high costs of postage sending out and returning; cost of printing and envelopes (1 mark) • …and so data about immunising children is not received (+1 mark) or other related comment Note: 0 marks for 'it takes time to do' (and similar)	**4**

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Question	Answer	Marks
6(a)	**Outline the treatment of 'acupuncture' to manage and control pain.** **AO1** Syllabus: 3.3.3 Managing and controlling pain. alternative treatments: acupuncture; stimulation therapy/TENS. Marks: Award 2 marks for a detailed outline. Award 1 mark for a partial outline. Answers may include (other appropriate responses to be credited): • acupuncture involves inserting between five and twenty fine stainless-steel needles (1 mark) • which are left in place for between ten to twenty minutes (+1 mark). • the needle is inserted along a meridian line through which life energy or 'qi' is said to flow (+1 mark). • needles may be manipulated by hand or by mild electrical pulses (electro-acupuncture) (+1 mark) • triggers the brain and spinal cord to release natural chemicals, such as **endorphins** (natural painkillers) and **serotonin** (which affects mood) (+1 mark) • acupuncture operates partly via the gate control theory by stimulating sensory nerves (A-fibers) to 'close the gate' in the spinal cord, blocking pain signals (C-fibers) from reaching the brain (+1 mark) • used to treat chronic (mainly) but also can treat acute pain (+1 mark)	**2**
6(b)	**Suggest one psychological treatment that could be used to manage the acute pain of toothache.** **AO2** Marks: Award 2 marks for an appropriate suggestion and applied to study with detail / elaboration / example. Award 1 mark for an appropriate suggestion but not applied. Answers may include (other appropriate responses to be credited). • **attention diversion** is where a person focuses on a non-related stimulus: passive (e.g. looking at a picture) or active (e.g. singing a song) (1 mark) in order to be distracted from the discomfort of the toothache (+1 mark). • **non-pain imagery**, where a person tries to alleviate discomfort by creating or imagining a mental scene that is unrelated to or incompatible with the pain (1 mark) in order to be distracted from the discomfort of the toothache (+1 mark). • **cognitive redefinition**, where a person replaces negative thoughts about pain with constructive (positive) thoughts (1 mark). For example, a person can think 'a toothache is not the worst thing that could happen to me' (+1 mark).	**2**

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Question	Answer	Marks
6(c)	**Explain <u>two</u> weaknesses of using acupuncture to manage pain.** **AO3** Marks**:** Up to 2 marks for each weakness: Award 2 marks for an appropriate weakness stated and applied as required by the question with detail / elaboration / example. Award 1 mark for an appropriate weakness stated but not applied Answers may include (<u>other appropriate responses to be credited</u>): Weaknesses: • acupuncture may not be as effective as medical treatments (1 mark) for some types of pain, perhaps chronic pain (+1 mark) • some people have a needle phobia (1 mark) and so would not consider acupuncture, preferring to take a pill instead (+1 mark) • many people do not believe that acupuncture will work and never consider it (1 mark) because they are conditioned to follow a traditional western medical model (+1 mark) • requires an acupuncturist to apply the needles (1 mark) in the right places to control the particular pain (+1 mark)	**4**

Question	Answer	Marks
7	**From the key study by Swat (1997) on monitoring accidents and risk events:**	
7(a)	**Outline <u>two</u> conclusions from the study.** **AO1** Syllabus: 4.4.3 Key study on the monitoring of accidents and risk events: Swat (1997). Marks: Award 1 mark for identification and +1 mark for example/detail Definitive answers (quote from study): • **accidents should be recorded according to the circumstances in which they occurred** (1 mark) and especially to their type, eg. falls and slips, 'manual,' 'machine,' 'energy,' vehicle accidents etc. (+1 mark) • **lesser (minor) incidents should be noted** (1 mark) especially all injuries requiring premedical aid (+1 mark) • **poor housekeeping is a frequent source of accidents** (1 mark) this should be regarded as an integral risk factor and should be incorporated into the safety monitoring system (+1 mark) Poor housekeeping includes: slips on slippery floor (12 cases), falls on stairs caused by faulty stair cases (5 cases), stumbles (4 cases), use of improper tools, not suitable for the task involved (4 cases) scorches caused by hot slag getting into the shoe top as a result of wearing short-legged trousers which shrank when washed (3 cases), and a workpiece falling on the operator's head, hand, foot or leg (7 cases). Also unsuitable clothes and an unbuttoned apron was caught in rotating machine parts.	**4**

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Question	Answer	Marks
7(b)	**Suggest <u>one</u> reason why the data gathered on the type of accidents may <u>not</u> be accurate.** **AO2** Marks: Award 2 marks for an appropriate suggestion stated and applied to study with detail / elaboration / example. Award 1 mark for an appropriate suggestion identified but not applied. Answers may include (<u>other appropriate responses to be credited</u>). • reported accidents may have to meet certain criteria so 'minor' accidents are not reported (1 mark) for example, a person may have to be taken to hospital or take time off work for the accident to be counted (+1 mark) • reported accidents may result in a shut-down or halt in production whilst the cause is investigated (1 mark) which the company would not want, so the accidents is best not being officially reported (+1 mark) • accident frequency does not take into account accidents severity (1 mark) when it is essential to measure this to take into account an accident where a worker misses one day compared to months (+1 mark)	**2**
7(c)	**Explain <u>two</u> weaknesses of conducting longitudinal studies on accidents and risk events.** **AO3** Marks: Up to 2 marks for each weakness: Award 2 marks for an appropriate weakness stated and applied as required by the question with detail / elaboration / example. Award 1 mark for an appropriate weakness stated but not applied Answers may include (<u>other appropriate responses to be credited</u>): Weaknesses: • workers may change (turnover) and so different people are compared (1 mark) some organisations will have 'career' workers, but most will have different people over time so there is no direct worker comparison in number and type of accidents (+1 mark) • comparisons are difficult because the technology or machinery being used will be updated (1 mark) so the number and type of accidents may change (+1 mark) • comparisons are difficult because of changes in company policy (1 mark) so accident statistics are not directly comparable (+1 mark) • a change in the number of accident prevention programmes (1 mark) so accident statistics are not directly comparable (+1 mark)	**4**

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Question	Answer	Marks
8	**Stages of group development have been proposed, for example Tuckman and Jensen (2010).**	
8(a)	**Outline <u>one</u> stage of group development, other than the storming stage.** Syllabus: 4.3.1 Group development and decision-making. Stages of group development, e.g. Tuckman and Jensen (2010). Marks: Award 1 mark for identification and +1 mark for example/detail Answers may include (<u>other appropriate responses to be credited</u>): • **forming** (1 mark) where individuals begin to come together, get to know each other and agree on tasks and goals (+1 mark) • **norming** (1 mark) when members of the group agree a strategy, some members realising that for the good of the group their ideas are not accepted (+1 mark) • **performing** (1 mark) when the group functions as a coherent unit, working effectively and efficiently without conflict (+1 mark) • **adjourning** (1 mark) where the group has completed a task and breaks up (+1 mark)	**2**
8(b)	**Suggest <u>two</u> behavioural categories that could be included in a structured observation of the storming stage.** Marks: Award 2 marks for an appropriate suggestion stated and applied to study with detail / elaboration / example. Award 1 mark for an appropriate suggestion identified but not applied. Answers may include (<u>other appropriate responses to be credited</u>): **Storming** – where individuals will present ideas and sometimes these will be accepted and sometimes they will cause conflict. • presented idea accepted by others (1 mark) some group members agree and **increase participation** in discussion (+1 mark) • idea not accepted and group **participants withdraw** (1 mark) some group members show increase in withdrawal from discussion (+1 mark) • idea not accepted and conflict arises (1 mark) some group members become **more involved (animated)** to help 'storm' through the conflict; some may show **increase in 'aggressive' comments and/or behaviours** (+1 mark) • idea not accepted and conflict arises with subgroups formed (1 mark) group members **form sub-groups** which are separate from full group meeting (+1 mark).	**2**

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Question	Answer	Marks
8(c)	**Explain <u>one</u> strength and <u>one</u> weakness of using a structured observation to investigate the storming stage of group development.** Marks: Up to 2 marks for each strength and up to 2 marks for each weakness: Award 2 marks for an appropriate strength/weakness stated and applied as required by the question with detail / elaboration / example. Award 1 mark for an appropriate strength/weakness stated but not applied Answers may include (other appropriate responses to be credited): Strengths • using a structured observation, behavioural categories can be defined before the study begins (1 mark) meaning that any category from (b) above can be recorded (+1 mark) • using a structured observation means that two observers can be used to check the extent of agreement about behaviours (1 mark) so good inter-rater reliability would confirm that that a storming behaviour (b) above has occurred (+1 mark) Weaknesses • participants may behave in ways that were not considered to be relevant (1 mark) and so important 'storming' behaviours will be missed or not recorded (+1 mark) • depending on other observation features (overt or covert; participant or non-participant; controlled or natural) the group participants might change their behaviour (1 mark) and so true storming behaviour is not recorded (+1 mark)	**4**

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GradeMax

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td colspan="3">Section B</td></tr>
<tr><td>9</td><td>
Plan a study using an <u>interview</u> to investigate the long-term effectiveness of antipsychotic drugs in patients with schizophrenia.

Your plan must include details about:
• sampling technique
• interview format.

Use Table A: AO2 Application to mark candidate responses to this question.
Credit both general features and specific features of the plan.

<table>
<tr>
<td>The specific features of the plan <u>should</u> include:
• interview technique (telephone or face-to-face)
• interview format (structured, unstructured, semi-structured).
• question format (open and/or closed)
• examples of questions
• question scoring/interpretation
• number of questions</td>
<td>The general features of the plan <u>should</u> include (if appropriate):
• sample and sampling technique
• ethical guidelines
• a procedure
• the location
• type of data, analysis of data, use of descriptive statistics
• an aim or hypothesis (directional or non-directional)/null hypothesis
• steps for making the study valid and reliable</td>
</tr>
</table>
</td><td></td></tr>
</table>

GradeMax

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>9(b)</td><td>For <u>one</u> piece of psychological knowledge on which your plan is based:</td><td></td></tr>
<tr><td>9(b)(i)</td><td>Describe this psychological knowledge.

Syllabus: 1.1.3 Treatment and management of schizophrenia. biological treatments: – biochemical including typical and atypical antipsychotics.

Answers are likely to include (<u>other appropriate responses to be credited</u>): First generation antipsychotics/neuroleptics produced in the 1950s e.g. chlorpromazine, which has a powerful calming effect and was known as the ‘chemical lobotomy’. Other phenothiazines act as tranquillisers, sedating the patient and relieving the symptoms of psychosis such as delusions and hallucinations. The second generation: atypical anti-psychotics, which act mainly by blocking dopamine receptors; also reduce many of the side-effects of the first-generation drugs. The third generation of drugs, e.g. Aripiprazole, reduce susceptibility to metabolic side-effects associated with the second-generation atypical antipsychotics. Also could include: dosage, time on prescription (months, years), side effects.

<table>
<tr><th>Marks</th><th>Description</th></tr>
<tr><td>3–4</td><td>The knowledge is appropriate. Relevant points are correctly described in good detail.</td></tr>
<tr><td>1–2</td><td>Basic points are identified with some elaboration and understanding. The answer lacks detail (a sentence or two).</td></tr>
<tr><td>0</td><td>No creditable response</td></tr>
</table>
</td><td>4</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>9(b)(ii)</td><td>Explain how you used <u>two</u> features of this psychological knowledge to plan your study.

Candidates should explain how the psychological knowledge described in (b)(i) has informed their plan in part (a).

For each feature:
<table><tr><td>Marks</td><td>Description</td></tr><tr><td>2</td><td>Suitable answer that relates a feature and explains how the feature was used, expanded or modified to make it appropriate to the plan. The knowledge has clearly been applied to the plan.</td></tr><tr><td>1</td><td>Basic answer that identifies a feature</td></tr><tr><td>0</td><td>No creditable response</td></tr><tr><td>Note:</td><td>1 mark for explanation of follow on from (b)i; 1 mark for explanation appearing in (a) ×2</td></tr></table>
Example: Interview on effectiveness so questions about (i) type of drug taken: antipsychotic, atypical antipsychotic, or ‘third generation’ drug (specifics in (b)(i)). (ii) questions about dosage; duration of treatment, potential side effects, reduction in symptoms.</td><td>4</td></tr>
<tr><td>9(c)(i)</td><td>Explain <u>one</u> reason for your choice of sampling technique.

Candidates must use the sampling technique stated in (a).

Award 2 marks: reason is given and applied to the plan
Award 1 mark: reason is given without being applied to the plan

Example
• a random sample was chosen so everyone in the target population has an equal chance of participating (1 mark) related to plan (2 marks)
• an opportunity sample was chosen because large numbers can be obtained relatively more easily than other methods. (1 mark) related to plan (2 marks)
• a volunteer sample was chosen because people are willing and more likely to participate; (1 mark) related to plan (2 marks).</td><td>2</td></tr>
</table>

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Question	Answer	Marks
9(c)(ii)	**Explain <u>one</u> weakness with your choice of sampling technique.** Candidates must use the choice of sampling technique stated in **(a)**. Award 2 marks: weakness is given and applied to the plan Award 1 mark: weakness is given without being applied to the plan Example • a random sample means that people have to be known to 'choose them from a hat' and then they may not agree to participate (1 mark) related to plan (2 marks) • an opportunity sample might result in researcher bias, where participants who 'look appropriate' are selected (1 mark) related to plan (2 marks) a volunteer sample might be biased because they volunteered; perhaps more likely to respond to demand characteristics (1 mark) related to plan (2 marks)	**2**
9(c)(iii)	**Explain <u>one</u> reason for your choice of interview format.** Candidates must use the interview format stated in **(a)**. Award 2 marks: reason is given and applied to the plan Award 1 mark: reason is given without being applied to the plan Example: • a structured interview was used so all participants received the same questions (1 mark) in the same order (1 mark) related to plan (2 marks). • a semi structured interview was used so although there were fixed questions there was also the option to ask questions that might arise during the interview (1 mark) related to plan (2 marks) • an unstructured interview was used so there was the flexibility to ask any questions and follow up on interesting points (1 mark) related to plan (2 marks).	**2**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td colspan="3">Section B</td></tr>
<tr><td>10(a)</td><td>
Plan a study using an <u>online questionnaire</u> to investigate which consumer decision-making strategy people use when shopping on the internet for clothes.

Your plan must include details about:
• question format
• sample of participants.

Use Table A: AO2 Application to mark candidate responses to this question.
Credit both general features and specific features of the plan.

<table>
<tr><td>The specific features of the plan <u>should</u> include:
• Question technique (paper/pencil, online, postal)
• Question format (open and/or closed)
• examples of questions
• question scoring/interpretation
• number of questions</td><td>The general features of the plan <u>should</u> include (if appropriate):
• sample and sampling technique
• ethical guidelines
• a procedure
• the location
• type(s) of data, analysis of data, use of descriptive statistics
• an aim or hypothesis (directional or non-directional)/null hypothesis
• steps for making the study valid and reliable</td></tr>
</table>
</td><td>10</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>10(b)</td><td>For <u>one</u> piece of psychological knowledge on which your plan is based:</td><td></td></tr>
<tr><td>10(b)(i)</td><td>Describe this psychological knowledge.

Syllabus: 2.3.1 Consumer decision-making. strategies of consumer decision-making focusing on explanations and examples of compensatory, non-compensatory and partially compensatory strategies including explanations and examples of each.

Answers are likely to include (<u>other appropriate responses to be credited</u>):
Study by Jedetski (2002) outlines compensatory decision strategies: an attractive or high value on one attribute can compensate for an unattractive or low value on another attribute. For example, attractive attributes (e.g. of coat quality) can compensate for unattractive attributes (e.g. high coat cost).
non-compensatory decision strategies: consumers making choices consider attributes sequentially, and benefits on some attributes may not overbalance shortfalls on others. Three strategies apply:
• lexicographic: if the first coat has high value attributes, there is no reason to look further.
• satisficing: we select the first option that appears to meet the need (see above).
• elimination by aspects: sets a cut-off value and any coat not meeting the desired value is eliminated.

Partially compensatory strategies combine aspects of the above models.

Note: do not allow del Campo et al who looked at choice heuristics (recognition versus ‘take-the-best’).

<table>
<tr><th>Marks</th><th>Description</th></tr>
<tr><td>3–4</td><td>The knowledge is appropriate. Relevant points are correctly described in good detail.</td></tr>
<tr><td>1–2</td><td>Basic points are identified with some elaboration and understanding. The answer lacks detail (a sentence or two).</td></tr>
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</table>
</td><td>4</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>10(b)(ii)</td><td>Explain how you used <u>two</u> features of this psychological knowledge to plan your experiment.

Candidates should explain how the psychological knowledge described in (b)(i) has informed their plan in part (a).

For each feature:
<table>
<tr><td>Marks</td><td>Description</td></tr>
<tr><td>2</td><td>Suitable answer that relates a feature and explains how the feature was used, expanded or modified to make it appropriate to the plan. The knowledge has clearly been applied to the plan.</td></tr>
<tr><td>1</td><td>Basic answer that identifies a feature</td></tr>
<tr><td>0</td><td>No creditable response</td></tr>
<tr><td>Note:</td><td>1 mark for explanation of follow on from (b)i; 1 mark for explanation appearing in (a) ×2</td></tr>
</table>

Example: questionnaire (on which strategy) so questions should be about (i) compensatory and (ii) non-compensatory strategies (as outlined in (b)(i)). Also, can include strategies of satisficing, elimination by aspects or lexicographic.</td><td>4</td></tr>
<tr><td>10(c)(i)</td><td>Explain <u>one</u> reason for your choice of question format.

Candidates must use the question format stated in (a)
Award 2 marks: reason is given and applied to the plan
Award 1 mark: reason is given without being applied to the plan

Example:
open questions:
• the data gathered may be ‘rich’ and detailed (1 mark) related to plan (2 marks)
• it allows participants the opportunity to express a range of feelings and explain their behaviour (1 mark) related to plan (2 marks)

closed questions:
• answers are in the same format for all participants (1 mark) related to plan (2 marks)
• answers may be easy to score/analyse (1 mark) related to plan (2 marks)
• relatively large numbers of participants can be questioned relatively quickly (1 mark) related to plan (2 marks) both closed and open:

open and closed are used to gather both qualitative and quantitative data (1 mark) related to plan (2 marks)</td><td>2</td></tr>
</table>

GradeMax

Question	Answer	Marks
10(c)(ii)	**Explain <u>one</u> weakness of using an online questionnaire in your study.** Candidates must use the online questionnaire stated in **(a)**. Award 2 marks: weakness is given and applied to the plan Award 1 mark: weakness is given without being applied to the plan Example • online means that the participant is perhaps more likely to drop-out without completing the questionnaire (right to withdraw) (1 mark) related to plan (2 marks). • online questionnaires can only be completed by those who have access to a computer/the internet which might restrict the representativeness of the sample (1 mark) related to study (2 marks)	**2**
10(c)(iii)	**Explain <u>one</u> reason for your choice of sample of participants.** Candidates must use the sample stated in **(a)**. Award 2 marks: reason is given and applied to the plan Award 1 mark: reason is given without being applied to the plan Example: • the **number of participants** in my study was X because (reason given) (1 mark) and related (2 marks) • the **sex/gender balance of participants** in my study was X because (reason given) (1 mark) and related (2 marks) • the **location participants** were chosen from in my study was because (reason given) (1 mark) and related (2 marks) • the **type of participants** chosen to be in my study was because (reason given) (1 mark) and related (2 marks) • the **age range of participants** chosen to be in my study was because (reason given) (1 mark) and related (2 marks)	**2**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td colspan="3">Section B</td></tr>
<tr><td>11(a)</td><td>
Plan a study using a <u>controlled observation</u> to investigate the effectiveness of mirror treatment for phantom limb pain.

Your plan must include details about:
• location of the study
• behavioural categories.

AO2

Use Table A: AO2 Application to mark candidate responses to this question.
Credit both general features and specific features of the plan.

<table>
<tr><td>The specific features of the plan <u>should</u> include:
• structured or unstructured
• covert or overt
• controlled or naturalistic
• participant or non-participant
• number of observers (inter-rater reliability)
• behavioural categories
• event or time sampling</td><td>The general features of the plan <u>should</u> include (if appropriate):
• sample and sampling technique
• ethical guidelines
• a procedure
• the location
• type of data, analysis of data, use of descriptive statistics
• an aim or hypothesis (directional or non-directional)/null hypothesis
• steps for making the study valid and reliable</td></tr>
</table>

Credit other elements of the plan as appropriate using the marking grid.
</td><td>10</td></tr>
</table>

GradeMax

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>11(b)</td><td>For <u>one</u> piece of psychological knowledge on which your plan is based:</td><td></td></tr>
<tr><td>11(b)(i)</td><td>Describe this psychological knowledge.

AO2

Syllabus: 3.3.1 Types and theories of pain. functions of pain; types of pain: acute and chronic pain. Focus on phantom limb pain and mirror treatment to include a case study, e.g. MacLachlan et al. (2004).

Answers are likely to include (<u>other appropriate responses to be credited</u>): Mirror treatment involves the use of a mirror box. The patient moves the good limb and observes the reflection. As the patient sees the good hand/leg moving it appears as if the phantom limb is also moving. If there is no pain in the good limb, there is no pain in the phantom limb. Study by MacLachlan et al. (2004) could be mentioned. Quote ‘We present the first case study of the use of ‘mirror treatment’ in a person with a lower limb amputation who was reporting PLP at the time of treatment. During the intervention there was a significant reduction in his PLP, an increase in sense of motor control over the phantom and a change in aspects of the phantom limb that was experienced.’

<table>
<tr><td>Marks</td><td>Description</td></tr>
<tr><td>3–4</td><td>The knowledge is appropriate. Relevant points are correctly described in good detail.</td></tr>
<tr><td>1–2</td><td>Basic points are identified with some elaboration and understanding. The answer lacks detail (a sentence or two).</td></tr>
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</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>11(b)(ii)</td><td>
Explain how you used <u>two</u> features of this psychological knowledge to plan your study.

AO2

Candidates should explain how the psychological knowledge described in (b)(i) has informed their plan in part (a).

For each feature:
<table>
<tr><td>Marks</td><td>Description</td></tr>
<tr><td>2</td><td>Suitable answer that relates a feature and explains how the feature was used, expanded or modified to make it appropriate to the plan. The knowledge has clearly been applied to the plan.</td></tr>
<tr><td>1</td><td>Basic answer that identifies a feature</td></tr>
<tr><td>0</td><td>No creditable response</td></tr>
<tr><td>Note:</td><td>1 mark for explanation of follow on from (b)i; 1 mark for explanation appearing in (a) ×2</td></tr>
</table>

Example: (i) details of mirror treatment itself (ii) reference to study by MacLachlan et al. Alternatively could include: Location of treatment: in participant’s home or in laboratory? Behavioural/observational measures of pain: (for example) a patient’s facial expressions ‘happy’/shows some discomfort/pain (grimaces).
</td><td>4</td></tr>
<tr><td>11(c)(i)</td><td>
Explain <u>one</u> reason for your choice of location for the study.

AO2

Candidates must use the location stated in (a).

Award 2 marks: reason is given and applied to the plan
Award 1 mark: reason is given without being applied to the plan

Example
• location of a laboratory or hospital room because the environment can be controlled for the observation (1 mark) related to study (2 marks)
• location of a home because this is where the person will be when practising treatment and it is natural for the participant (1 mark) related to study (2 marks)
</td><td>2</td></tr>
</table>

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Question	Answer	Marks
11(c)(ii)	**Explain <u>one</u> weakness with your choice of location.** **AO3** Candidates must use the location stated in **(c)(i)** Award 2 marks: weakness is given and applied to the plan Award 1 mark: weakness is given without being applied to the plan Example: • participants in a laboratory or hospital room are not in their natural environment (1 mark) and so will not be as relaxed or comfortable as following the procedure as they would in their own home (1 mark) related to study (2 marks) • participants being at home means that any study will be more difficult to set up especially if it is a covert observation (1 mark) and so any data gathered about the procedure might be less valid (2 marks)	**2**
11(c)(iii)	**Explain <u>one</u> reason for using behavioural categories in your study.** **AO2** Candidates should use the choice of behavioural categories stated in **(a)**. Award 2 marks if an appropriate reason is given and justified. Award 1 mark if an appropriate reason is given but not justified. Example: • behavioural categories were used because they could be agreed and defined before the observation started (1 mark) related to plan (2 marks). • behavioural categories were used because each observer would know exactly what they were looking for, reducing ambiguity and increasing inter-rater reliability (1 mark) related to plan (2 marks).	**2**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td colspan="3">Section B</td></tr>
<tr><td>12(a)</td><td>
Plan a study using a <u>semi-structured interview</u> to investigate which type of bullying is most common in a food factory.

Your plan must include details about:
• question format
• analysis of data.

Use Table A: AO2 Application to mark candidate responses to this question.
Credit both general features and specific features of the plan.

<table>
<tr>
<td>The specific features of the plan <u>should</u> include:
• interview technique (telephone or face-to-face)
• interview format (structured, unstructured, semi-structured).
• question format (open and/or closed)
• examples of questions
• question scoring/interpretation
• number of questions</td>
<td>The general features of the plan <u>should</u> include (if appropriate):
• sample and sampling technique
• ethical guidelines
• a procedure
• the location
• type(s) of data, analysis of data, use of descriptive statistics
• an aim or hypothesis (directional or non-directional)/ null hypothesis
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>12(b)</td><td>For one piece of psychological knowledge on which your plan is based:</td><td></td></tr>
<tr><td>12(b)(i)</td><td>Describe this psychological knowledge.

Syllabus: 4.3.3 Conflict at work. bullying at work; types, phases and causes, including a study, e.g. Einarsen (1999).

Answers are likely to include (<u>other appropriate responses to be credited</u>):
Einarsen (1999) believes there are five types of bullying behaviour at work:
• work-related bullying which may involve a change of work tasks or making them difficult to perform.
• social isolation.
• personal attacks (or attacks on private life) by ridicule, insulting remarks, or gossip.
• verbal threats including criticism, being yelled at or humiliated in public.
• physical violence (or threats of violence).
• ‘Among 137 Norwegian victims of bullying and harassment at work, social isolation and exclusion, devaluation of one's work and efforts, and exposure to teasing, insulting remarks and ridicule, were the most common’.

Note: Question is types NOT causes or phases.
<table><tr><td>Marks</td><td>Description</td></tr><tr><td>3–4</td><td>The knowledge is appropriate. Relevant points are correctly described in good detail.</td></tr><tr><td>1–2</td><td>Basic points are identified with some elaboration and understanding. The answer lacks detail (a sentence or two).</td></tr><tr><td>0</td><td>No creditable response</td></tr></table></td><td>4</td></tr>
</table>

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GradeMax

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>12(b)(ii)</td><td>Explain how you used <u>two</u> features of this psychological knowledge to plan your study.

Candidates should explain how the psychological knowledge described in (b)(i) has informed their plan in part (a). For each feature:

<table>
<tr><td>Marks</td><td>Description</td></tr>
<tr><td>2</td><td>Suitable answer that relates a feature and explains how the feature was used, expanded or modified to make it appropriate to the plan. The knowledge has clearly been applied to the plan.</td></tr>
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<tr><td>Note:</td><td>1 mark for explanation of follow on from (b)(i); 1 mark for explanation appearing in (a) ×2</td></tr>
</table>

Example: Question is ‘which type of bullying’ so should include at least two types Choose from: (i) work-related (ii) social isolation OR verbal threat OR physical threat (including all five types will not be penalised). Questions for interview based on knowledge of these types.</td><td>4</td></tr>
<tr><td>12(c)(i)</td><td>Explain <u>one</u> reason for your choice of question format.

Candidates must use the question format stated in (a).
Award 2 marks: reason is given and applied to the plan
Award 1 mark: reason is given without being applied to the plan

Example:
open questions:
• the data gathered may be ‘rich’ and detailed (1 mark) related to plan (2 marks)
• it allows participants the opportunity to express a range of feelings and explain their behaviour (1 mark) related to plan (2 marks)

closed questions:
• answers are in the same format for all participants (1 mark) related to plan (2 marks)
• answers may be easy to score/analyse (1 mark) related to plan (2 marks)
• relatively large numbers of participants can be questioned relatively quickly (1 mark) related to plan (2 marks)

both closed and open:
• open and closed are used to gather both qualitative and quantitative data (1 mark) related to plan (2 marks)</td><td>2</td></tr>
</table>

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Question	Answer	Marks
12(c)(ii)	**Explain <u>one</u> weakness with your choice of question format.** Candidates must use the question format stated in **(c)(i)** Award 2 marks: weakness is given and applied to the plan Award 1 mark: weakness is given without being applied to the plan Open questions: • participants may not wish to express a range of feelings or explain their behaviour (1 mark) particularly if they feel that they have been tricked by the disrupt then reframe sales technique (2 marks). • Answers may be more difficult to analyse because it is quantitative data with no scale/fixed answers (1 mark) related to plan (2 marks) Closed questions: • participants have no opportunity to express a range of feelings or explain their behaviour stating 'yes' for example, does not allow participants to explain how they feel (1 mark) about disrupt then reframe bring used on them (2 marks) • participants can only respond with the answer options they have which might be forced (4-point scale) or limited (5-point scale) (1 mark) related to plan (2 marks) Both open and closed: • longer data analysis (e.g. recording and categorising open answers; use of judges/raters?) (1 mark) related to plan (2 marks)	**2**
12(c)(iii)	**Explain <u>one</u> reason for the way you chose to analyse your data.** Candidates must use the analysis of data stated in **(a)**. Award 2 marks: reason is given and applied to the plan Award 1 mark: reason is given without being applied to the plan • as the data gathered is quantitative, the data can be analysed using descriptive statistics such as mean, median and mode (or scatter graph for correlation) (1 mark) related to study (2 marks) • as the data gathered is qualitative, the data gathered can be presented to raters/judges who will independently categorise the words so conclusions can be drawn from the data (1 mark) related to study (2 marks)	**2**

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