PSYCHOLOGY **9990/03**

Paper 3 Specialist Options: Theory **For Examination from 2018**
SPECIMEN MARK SCHEME

1 hour 30 minutes

MAXIMUM MARK: 60

This document consists of **15** printed pages and **1** blank page.

Generic levels of response marking grids

Table A
The table should be used to mark the 8 mark part (a) 'Describe' questions (2, 4, 6 and 8).

Level	Marks	Level descriptor
4	7–8	• Description is accurate, coherent and detailed and use of psychological terminology is accurate and comprehensive. • The answer demonstrates excellent understanding of the material and the answer is competently organised.
3	5–6	• Description is mainly accurate, reasonably coherent and reasonably detailed and use of psychological terminology is accurate but may not be comprehensive. • The answer demonstrates good understanding of the material and the answer has some organisation.
2	3–4	• Description is sometimes accurate and coherent but lacks detail and use of psychological terminology is adequate. • The answer demonstrates reasonable (sufficient) understanding but is lacking in organisation.
1	1–2	• Description is largely inaccurate, lacks both detail and coherence and the use of psychological terminology is limited. • The answer demonstrates limited understanding of the material and there is little, if any, organisation.
0	0	• No response worthy of credit.

Table B
The table should be used to mark the 10 mark part (b) 'Evaluate' questions (2, 4, 6 and 8).

Level	Marks	Level descriptor
4	9–10	• Evaluation is comprehensive and the range of issues covered is highly relevant to the question. • The answer demonstrates evidence of careful planning, organisation and selection of material. • There is effective use of appropriate supporting examples which are explicitly related to the question. • Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. • The answer demonstrates an excellent understanding of the material.
3	7–8	• Evaluation is good. There is a range of evaluative issues. • There is good organisation of evaluative issues (rather than 'study by study'). • There is good use of supporting examples which are related to the question. • Analysis is often evident. • The answer demonstrates a good understanding of the material.
2	4–6	• Evaluation is mostly accurate but limited. Range of issues (which may or may not include the named issue) is limited. • The answer may only hint at issues but there is little organisation or clarity. • Supporting examples may not be entirely relevant to the question. • Analysis is limited. • The answer lacks detail and demonstrates a limited understanding of the material. NB • If the named issue is not addressed, a maximum of 5 marks can be awarded. • If only the named issue is addressed, a maximum of 4 marks can be awarded.
1	1–3	• Evaluation is basic and the range of issues included is sparse. • There is little organisation and little, if any, use of supporting examples. • Analysis is limited or absent. • The answer demonstrates little understanding of the material.
0	0	• No response worthy of credit.

Psychology and abnormality

Question	Answer	Marks
1(a)	**What do Gottesman and Shields (1972) mean by the term 'genetic explanation of schizophrenia'?** Award 1 mark for a basic explanation of the term/concept. Award 2 marks for a detailed explanation of the term/concept. For example: • this means that there is a link between schizophrenia and inherited genetic material. (1) This suggests that the closer a person's genetic link is to someone who has been diagnosed with schizophrenia (and therefore the more similar their genetic make-up is); the more likely that person is to also be diagnosed with schizophrenia. (1) Other appropriate responses should also be credited.	2
1(b)	**Describe the cognitive explanation of schizophrenia, as outlined by Frith (1992).** Award 1–2 marks for a basic answer with some understanding of the topic area. There will be limited reference to the question. Award 3–4 marks for a detailed answer with clear understanding of the topic area. There will be detailed reference to the question. For example: • the cognitive explanation of schizophrenia states that schizophrenia is caused by a problem of faulty information processing. Frith suggested specifically that people with schizophrenia may have faulty 'metacognitive' processes and have difficulties reflecting on thoughts, emotions and behaviours. This could also be linked with theory of mind and the way that people with schizophrenia struggle to understand the behaviour of others. They may also have problems with attention and with generating self-initiated actions as well as problems recognising their own 'inner speech' which may explain the auditory hallucinations. Other appropriate responses should also be credited.	4

Question	Answer	Marks
1(c)	**Compare the cognitive explanation of schizophrenia with <u>one</u> other explanation of schizophrenia.** Likely comparisons will be to genetic, biochemical (dopamine hypothesis), behaviourist or psycho-dynamic. Mark according to the levels of response criteria below: **Level 3 (5–6 marks)** • Candidates will show a clear understanding of the question and will include at least two good comparisons. • Candidates will provide a good explanation with clear detail. **Level 2 (3–4 marks)** • Candidates will show an understanding of the question and will include one comparison in detail or two or more in less detail. • Candidates will provide a good explanation. **Level 1 (1–2 marks)** • Candidates will show a basic understanding of the question and will attempt a comparison. • Candidates will provide a limited explanation. **Level 0 (0 marks)** No response worthy of credit. Other appropriate responses should also be credited.	6

Question	Answer	Marks
2(a)	**Describe techniques for treating and managing impulse control disorders and non-substance addictive disorder.** Techniques for treating and managing impulse control disorders and non-substance addictive disorder, include the following: • biochemical • cognitive: Cognitive Behavioral Therapy (CBT) (covert sensitisation, imaginal desensitisation and impulse control therapy). Mark according to the levels of response descriptors in Table A. Other appropriate responses should also be credited.	8

Question	Answer	Marks
2(b)	**Evaluate techniques for treating and managing impulse control disorders and non-substance addictive disorder, including a discussion of usefulness of different approaches.** A range of issues could be used for evaluation here. These include: • ethics of treatments • comparisons of different approaches • usefulness (effectiveness) of different approaches • any appropriate issue to be credited. Mark according to the levels of response descriptors in Table B. Other appropriate responses should also be credited.	**10**

Psychology and consumer behaviour

Question	Answer	Marks
3(a)	**Explain what is meant by the term 'choice blindness'.** Award 1 mark for a basic explanation of the term/concept. Award 2 marks for a detailed explanation of the term/concept. For example: • choice blindness is a form of inattentional blindness, a phenomenon in which people fail to notice unexpected stimuli in the world around them (1) • choice blindness refers specifically to the failure to notice glaring mismatches between one's intention and the outcome, while being prepared to offer reasons for the choice. In other words, not only do we frequently fail to notice when we are presented with something different from what we really want, we will also come up with reasons to defend this choice. (2) Other appropriate responses should also be credited.	**2**
3(b)	**Outline the findings of the study into advertising and false memory by Braun-LaTour et al. (2004).** Award 1–2 marks for a basic answer with some understanding of the topic area. There will be limited reference to the question. Award 3–4 marks for a detailed answer with clear understanding of the topic area. There will be detailed reference to the question. For example: Basic answer • The study demonstrated that false information had an impact on recall of a trip to Disney World. Detailed answer • The first part of the study demonstrated that false information in an advertisement for Disney World (Bugs Bunny versus Mickey Mouse) had an impact on recall for a trip to Disney World with participants recalling meeting Bugs Bunny (which would have been impossible). The second part of the study demonstrated that this false memory effect was greater with pictorial cues than verbal cues. The study concludes that it is possible to create false memories for experiences through advertising. Other appropriate responses should also be credited.	**4**

Question	Answer	Marks
3(c)	**Discuss the practical applications of conducting research into advertising and false memory.** Answers could include: • memories created by post-experience advertising were stronger than memories that had not been exposed to post-experience advertising. Use of this technique in advertising especially when 'nostalgia' is used as a theme. Research suggests that this paradigm could be applied to both pre- and post-experience advertising and to television, radio and print advertisements. Mark according to the levels of response criteria below: **Level 3 (5–6 marks)** • Candidates will show a clear understanding of the question and will discuss at least two practical applications. • Candidates will provide a good explanation with clear detail. **Level 2 (3–4 marks)** • Candidates will show an understanding of the question and will discuss one practical application in detail or two or more in less detail. • Candidates will provide a good explanation. **Level 1 (1–2 marks)** • Candidates will show a basic understanding of the question and will attempt a discussion. • Candidates will provide a limited explanation. **Level 0 (0 marks)** No response worthy of credit. Other appropriate responses should also be credited.	6

Question	Answer	Marks
4(a)	**Describe what psychologists have discovered about advertising applications.** The syllabus covers the study by Fischer et al. (1991) into brand recognition in children, the study by Snyder and DeBono (1985) into advertising and consumer personality and the study by Kohli et al. (2007) on effective slogans. Mark according to the levels of response descriptors in Table A. Other appropriate responses should also be credited.	8

Question	Answer	Marks
4(b)	**Evaluate what psychologists have discovered about advertising applications, including a discussion on cultural bias.** A range of evaluation issues can be applied here. These include: • sampling and generalisations • usefulness/practical applications • situational/individual explanations • ethics • use of questionnaires/self-reports • any appropriate issue to be credited. Mark according to the levels of response descriptors in Table B. Other appropriate responses should also be credited.	10

Psychology and health

Question	Answer	Marks
5(a)	**What does Melzack (1965) mean by the term 'gate control theory'?** Award 1 mark for a basic explanation of the term/concept. Award 2 marks for a detailed explanation of the term/concept. For example: • the gate control theory of pain proposes that pain is detected and picked up by sensory signals but the spinal cord plays a key role in whether the pain is experienced. (1) The spinal cord has a mechanism in it that acts just like a gate, if open the pain is experienced and if fully or partially closed, the experience of pain is reduced. (1) Other appropriate responses should also be credited.	2
5(b)	**Describe the paediatric pain questionnaire proposed by Varni and Thompson (1976).** Award 1–2 marks for a basic answer with some understanding of the topic area. There will be limited reference to the question. Award 3–4 marks for a detailed answer with clear understanding of the topic area. There will be detailed reference to the question. For example: • the paediatric pain questionnaire has been especially designed for young children. The questionnaire includes visual analogue scales with happy/ sad faces as the bi-polar ends. There is also a picture of a person so that the child can indicate where the pain is. Children can also choose colours and colour in a box (no hurt, a little hurt, more hurt and lots of hurt). Other appropriate responses should also be credited.	4

Question	Answer	Marks
5(c)	**Discuss the weaknesses of pain measures for children.** Answers could include: • there are a number of problems associated with asking children to rate their own pain. These include limited vocabulary to describe pain, limited vocabulary to describe parts of the body, communication problems with a distressed child, lack of understanding of the need to be truthful. Mark according to the levels of response criteria below: **Level 3 (5–6 marks)** • Candidates will show a clear understanding of the question and will discuss at least two appropriate weaknesses. • Candidates will provide a good explanation with clear detail. **Level 2 (3–4 marks)** • Candidates will show an understanding of the question and will discuss one appropriate weakness in detail or two or more in less detail. • Candidates will provide a good explanation. **Level 1 (1–2 marks)** • Candidates will show a basic understanding of the question and will attempt a discussion of weaknesses. • Candidates will provide a limited explanation. **Level 0 (0 marks)** No response worthy of credit. Other appropriate responses should also be credited.	6

Question	Answer	Marks
6(a)	**Describe what psychologists have discovered about sources of stress.** Sources and causes of stress are appropriate here and include: • the physiology of stress (the ANS, endocrine system, fight or flight response) • Selye's GAS model • lack of control • work • life events and daily hassles. Mark according to the levels of response descriptors in Table A. Other appropriate responses should also be credited.	8

Question	Answer	Marks
6(b)	**Evaluate what psychologists have discovered about the sources of stress, including a discussion of individual and situational explanations.** A range of issues could be used for evaluation. These include: • individual versus situational explanations • individual differences • the use of questionnaires to measure stress • the reductionist nature of some theories • validity and reliability • usefulness. Mark according to the levels of response descriptors in Table B. Other appropriate responses should also be credited.	**10**

Psychology and organisations

Question	Answer	Marks
7(a)	**Explain what is meant by 'the leader-member exchange model' (Dansereau, 1994).** Award 1 mark for a basic explanation of the term/concept. Award 2 marks for a detailed explanation of the term/concept. For example: • this model rejects the assumption made by previous models that every leader treats every member of their workforce equally and in the same way each time (1) • the leader-member exchange model (LMX) proposes that leaders form different relationships with their workforce and classify workers into two groups: the favoured group (or in group) and the workers that do not fit in with what the leader expects (the out group). (1) The in group will therefore get more attention, praise recognition compared to the out group. The out group will then feel demotivated. (2) Other appropriate responses should also be credited.	2
7(b)	**Describe <u>one</u> way of measuring leadership.** Award 1–2 marks for a basic answer with some understanding of the topic area. There will be limited reference to the question. Award 3–4 marks for a detailed answer with clear understanding of the topic area. There will be detailed reference to the question. For example: • there are several ways of measuring leadership and any appropriate way can be credited. The most likely one will be the one named on the syllabus: Leadership Practices Inventory or LPI (Kouzes and Posner, 1987). The LPI is an assessment tool that leaders use to allow staff within an organisation to be surveyed about specific leaders within the organisation. Leaders can also use the LPI to self-assess their own behaviours and how these impact on their leadership. The LPI measures the frequency of 30 specific leadership behaviours on a 10-point scale, with six behavioural statements for each of The Five Practices. Other appropriate responses should also be credited.	4

Question	Answer	Marks
7(c)	**Discuss <u>one</u> strength and <u>one</u> weakness of the way of measuring leadership that you described in part (b).** Answers could include: • the LPI uses rating scales and it would be appropriate to identify both strengths and weaknesses of these such as the ease with which such scales can be administered, the fact that they produce quantitative data and that this data can then be used in comparisons with others as well as to measure change. Weaknesses include the problem of knowing that everyone interprets the scale in the same way and the fact that respondents will be subject to social desirability bias. Mark according to the levels of response criteria below: **Level 3 (5–6 marks)** • Candidates will show a clear understanding of the question and will discuss at least one strength and one weakness. • Candidates will provide a good explanation with clear detail. **Level 2 (3–4 marks)** • Candidates will show an understanding of the question and will discuss one appropriate weakness in detail or one appropriate strength in detail. • Candidates will provide a good explanation. **Level 1 (1–2 marks)** • Candidates will show a basic understanding of the question and will attempt a discussion of either a strength or a weakness. • Candidates will provide a limited explanation. **Level 0 (0 marks)** No response worthy of credit. Other appropriate responses should also be credited.	6

Question	Answer	Marks
8(a)	**Describe what psychologists have discovered about temporal conditions of work environments.** The answer should focus on the following sections of the syllabus: • shiftwork: rapid rotation theory (metropolitan rota and continental rota) and slow rotation theory • the effects of shiftwork on health (Knutsson, 2003) • shiftwork and accidents (Gold et al., 1992) Mark according to the levels of response descriptors in Table A. Other appropriate responses should also be credited.	8

Question	Answer	Marks
8(b)	**Evaluate what psychologists have discovered about temporal conditions of work environments, including a discussion of the use of quantitative and qualitative data.** A range of evaluation issues can be used here. These include: • nature-nurture • individual/situational • usefulness/practical applications • generalisations • ecological validity. Mark according to the levels of response descriptors in Table B. Other appropriate responses should also be credited.	**10**

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