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8. (a) Describe what psychologists have discovered about:

- advertising and consumer personality including self-monitoring
- how product placement in films affects choice. [6]

An answer falling in the 1-2 marker band:

In the key study, by Snyder and DeBono, the researchers found an interaction effect between the two independent variables, meaning that the image-oriented message only made people more willing to try the product than the quality-oriented message if they had a higher than average self-monitoring score. Likewise, the quality-oriented message only made people more willing to try the product than the image-oriented message if they had a lower than average self-monitoring score. For high-self monitoring and image-based advertisement, willingness to use shampoo = +0.76. For low-self monitoring and quality-based advertisement, willingness to use shampoo = +0.92. Furthermore, the Auty and Lewis study investigated the effect of product placement on children. In the experimental group (where participants viewed a clip where the 'Home Alone' family ate pizza and drank Pepsi), 62% of participants chose Pepsi over Coke. In the control group (where participants viewed a clip where the

Commented [1]: A very abrupt beginning. There are two topics asked about in the question. Which one is this addressing?

Commented [2]: The results are directly presented, without any specification of the aim or procedure.

Students have developed a misconception that answering a six-marker requires covering any arbitrary six points. This is far from the truth.

The six-marker is scored as per Table A criteria (easily found in markschemes). An important criterion on that table to achieve a 5-6 markband is 'demonstrates excellent understanding of the material.' Skipping significant sections of the study 'demonstrates limited understanding' and makes the answer fall to the 1-2 markband.

Studies of any type should always be presented in a standard format in the six-marker: aim-procedure-results-conclusion

Commented [3]: This again shows 'limited understanding.' The willingness to use shampoo cannot be measured in terms of a correlation coefficient. A correlation coefficient shows a relationship between two variables. The phrasing of the statement is poor.

Commented [4]: While excusable, I would recommend following a formal essay format for writing which must avoid using signs like '=' which make for a casual approach towards writing

Commented [5]: While organisation has not been made a part of the scoring criteria in Table A, a student should be sensitive to the examiner's plight in checking answers that are not broken down to paragraphs for segregation of topics; especially when the answer shifts focus from one topic to the next abruptly.

The use of the phrase 'furthermore' gives the impression that the Auty and Lewis study is somehow related to the Snyder and DeBono study mentioned earlier whereas this is not the case.

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'Home Alone' family ate macaroni and drank milk), pepsu was selected only 38% of the time. Furthermore, younger children required more prompts to name pepsu than older children. This study showed that viewing products on film increases the likelihood the product is chosen in future (implicit memory). The product placement is more effective following repeated exposure (reminders effect).

Commented [6]: Instead of following the standard format of writing the study, the results are presented at the beginning with the procedure of the study given in bits and pieces in parantheses.

Unnecessary muddling of the answer, making it very difficult to read for the examiner

Commented [7]: An important criterion in table A has to do with the use of psychological terminology. Such use of terminology - a sudden introduction of the term 'implicit memory' without any clarification of its meaning or relevance falls in none of the markbands. It is totally unnecessary.

score = 2/6

Justification of Scoring as per Table A criteria -

- **Partially addresses the requirements of the question**
 - **Only the studies under the topic are covered, the broader theories are not touched upon;**
- **Description is sometimes accurate but lacks detail**
 - **The studies presented are covered mainly with the results, especially for the Snyder and DeBono study, the aims and procedure are entirely missing**
- **The use of psychological terminology is limited**
 - **As the core theories are not touched upon, there is missing, irrelevant or unjustified mention of terms like 'self-monitoring' 'hard-sell and soft-sell' 'implicit memory' etc.**
- **Demonstrates limited understanding of the material**
 - **Again, the core theories not being addressed, missing sections in studies and inappropriate presentation of correlation figures suggest limited understanding of the material**

Commented [8]: On the surface, this appears to be a good answer as relevant studies are named correctly and figures are presented concretely.

However, it falls quite short of the requirements for a 5-6 markband. I have explained why it falls in the 1-2 markband below the score.

The most glaring problem in this answer has been the absolute absence of an attempt to address the very topics asked in the question - ...self-monitoring... andproduct placement...

The student appears to have developed an approach to the effect of "Whichever topics are asked in Consumer Psychology, I must summarise the studies within that and to show understanding, I must memorise and present some numerical results." This approach fails to show the relevance of the studies being discussed to the topic in question and falls far short of the 5-6 markband requirement of 'excellent understanding'

8. (a) Describe what psychologists have discovered about:

- advertising and consumer personality including self-monitoring
- how product placement in films affects choice. [6]

An answer falling in the 5-6 marker band:

An important consideration in developing advertisements is the personality of a consumer as different types of advertisements are likely to appeal to consumers with different personalities. An important personality trait that must be taken into consideration is 'self-monitoring'. Self-monitoring refers to the degree to which individuals alter their behaviour to fit in with social situations. Individuals high on self-monitoring quickly and frequently change their behaviour to match the context that they find themselves in. An advertising strategy called 'soft-sell' or image-oriented advertising works well with them as it convinces the customer that their image will improve after using the product. Individuals low on self-monitoring maintain their true values even in the face of changing contexts. An advertising strategy called 'hard-sell' or quality-oriented advertising works well with them as it convinces them that the product itself is valuable to them.

Commented [9]: A good introduction as it begins by directly addressing the question and giving clarity on what is to follow

Commented [10]: All relevant psychological terms for the given topic are identified and clearly defined.

The organisation is excellent too, as the paragraph breaks in the right section, just as the theory ends to separate it from the study

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In order to empirically verify the match between degree of self-monitoring and effectiveness of image-oriented or quality-oriented advertising, Snyder and DeBono conducted an experiment. They first classified participants as being high or low on self-monitoring using a standardised scale. Then, they asked them about their willingness to try a shampoo after advertising it to them using a script over the telephone. Half the participants of the study were presented with an image-oriented script which suggested that the appearance of the hair after using the shampoo would be above average while cleanliness would be about average. The remaining half were presented with a quality-oriented script which suggested that the appearance of the hair after using the shampoo would be about average while cleanliness would be above average. Results showed a correlation of +0.76 between high self-monitoring and the image-oriented message; and a correlation of +0.92 between low self monitoring and the quality-oriented message. It was concluded that indeed, self-monitoring is an important personality characteristic of consumers resulting in different responses to different types of advertising.

While advertising their products, advertisers can also consider placing their products in films. Having characters in films use products can make customers

Commented [11]: The study is not only presented in the standard format of aims-procedure-results-conclusion; but also the students thoughtfulness is visible in considering that the study has to be covered for a 6-marker. Unnecessary details that would distract from the topic being addressed and that would prove to waste the student's own time are omitted.

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desire them more for two reasons. The first is mere exposure, simply watching the product repeatedly could increase familiarity with it which is known to increase desirability. The second is the reminder effect which suggests that existing familiarity with the product can increase liking for the product when a consumer is reminded of it by seeing it in a film.

Commented [12]: Again, appropriate psychological terminology is identified and clearly defined.

Auty and Lewis conducted a study to investigate whether product placement could increase children's desire for a product. In their study, they exposed young children to a clip of the film 'Home Alone.' Half the children saw a clip in which the family in the film was eating macaroni and drinking milk. Half the children saw a clip in which the family was eating pizza and drinking Pepsi. Later, children were asked to choose between a small can of Pepsi or Coca-Cola for consumption. Results showed that more children in the group which saw the family in the film consuming Pepsi choose Pepsi over Coca-Cola. It was concluded that product placement can increase children's probability of selecting the product they are exposed to in future.

Commented [13]: Again, details of the study as appropriate to a 6-marker are covered in the highly fluent standard format of presenting a study

Commented [14]: I'd like the opportunity here to address the issue of 'length.' Students often complain about how much they have to write for a 'mere' 6-marker and wonder if the length could be cut short by say, using the previously mentioned strategy of presenting arbitrary six points?

In my opinion, length should not be a consideration in the student's mind at all. Concerns about addressing all requirements of the criteria should occupy the student's mind while writing. Length is bound to follow naturally. When an answer is comprehensive, it will obviously be lengthy enough. As resistant as a student might be to accept this, the fact is that there is strong correlation between the comprehensiveness of an answer and its length.

So, what can be done to write comprehensive (read: lengthy) answers quickly? Preparation. That's the only solution. Reading, re-reading the textbook a million times won't develop your exam skills. Preparation and practice of answers will. And when you are prepared, you don't waste time thinking too much, which the real reason why it becomes difficult to answer questions in stipulated time.

score = 6/6

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Justification of Scoring as per Table A criteria -

- **Clearly addresses the requirements of the question**
 - Both theories and studies within them are presented;
- **Description is accurate and detailed**
 - All concepts are correctly defined, the studies are explained correctly and details as appropriate for a 6-marker are thoroughly described;
- **The use of psychological terminology is accurate and appropriate**
 - Relevant concepts to each topic are described correctly such as meaning of 'self-monitoring' 'mere exposure' 'reminder effect,' etc.
- **Demonstrates excellent understanding of the material**
 - The accuracy of the content and its organisation - linking every theory to every study relevantly showcases that the student has fully understood the material and not merely rote-learnt it for formulaic presentation

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