UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level

MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

9698 PSYCHOLOGY

9698/31 Paper 3 (Specialist Choices), maximum raw mark 80

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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Each option has three questions:

Section A: A short answer question: (a) = 2 marks, (b) = 4 marks
Section B: An essay question: (a) = 8 marks, (b) = 12 marks
Section C: An applications question (a) = 6 marks, (b) = 8 marks [choice of questions]

In order to achieve the same standard across all options, the same mark schemes are used for each option. These mark schemes are as follows.

Section A: Short answer question: (a) = 2 marks	
No answer or incorrect answer.	0
Basic or muddled explanation. Some understanding but brief and lack clarity.	1
Clear and accurate and explicit explanation of term.	2

Section A: Short answer question: (b) = 4 marks	
No answer or incorrect answer.	0
Anecdotal answer with little understanding of question area and no specific reference to study	1
Basic answer with some understanding. Reference to named study/area only. Minimal detail	2
Good answer with good understanding. Study/area included with good description.	3
Very good answer with clear understanding of study/area with detailed and accurate description.	4

Section B: Essay question: (a) = 8 marks	
No answer or incorrect answer.	0
Definition of terms and use of psychological terminology is sparse or absent. Description is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. The answer is unstructured and lacks organisation.	1–2
Definition of terms is basic and use of psychological terminology is adequate. Description is often accurate, generally coherent but lacks detail. Understanding is reasonable. The answer is lacking structure or organisation.	3–4
Definition of terms is mainly accurate and use of psychological terminology is competent. Description is mainly accurate, coherent and reasonably detailed. Understanding is good. The answer has some structure and organisation.	5–6
Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.	7–8

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Section B: Essay question: (b) = 12 marks	
No answer or incorrect answer.	0
Evaluation (positive and negative points) is **basic.** Range of points is sparse and may be only positive or negative. Points are not organised into issues/debates, methods or approaches. Sparse or no use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is very limited or not present. Evaluation is severely lacking is detail and understanding is weak. There is no mention of the issue stated in the question.	1–3
Evaluation (positive and negative points) is **limited.** Range of points is limited. Points hint at issues/debates, methods or approaches. Poor use of supporting examples Analysis (key points and valid generalisations) is sparse. Evaluation is lacking in detail and understanding is sparse. The issue stated in the question is addressed according to mark scheme requirements for this band. If the issue stated in the question is **not** addressed, maximum 6 marks.	4–6
Evaluation (positive and negative points) is **good.** Range of issues/debates, methods or approaches is good and is balanced with some organisation. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation has good detail and understanding is good. The issue stated in the question is addressed according to mark scheme requirements for this band.	7–9
Evaluation (positive and negative points) is **comprehensive**. Selection and range of issues/debates, methods or approaches is very good and which are competently organised. 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. Evaluation is detailed and understanding is thorough. The issue stated in the question is addressed according to mark scheme requirements for this band.	10–12

Section C: Application question (a) = 6 marks	
No answer or incorrect answer.	0
Vague attempt to relate anecdotal evidence to question. Understanding limited.	1–2
Brief description of range of appropriate evidence with some understanding.	3–4
Appropriate description of good range of appropriate evidence with clear understanding.	5–6

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Section C: Application question (b) = 8 marks	
No answer or incorrect answer.	0
Suggestion is mainly inappropriate to the question and vaguely based on psychological knowledge. Description of explanation is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor.	1–2
Suggestion is largely appropriate to the question and based largely on psychological knowledge. Description of explanation is often accurate, generally coherent but lacks detail. Understanding is limited.	3–4
Suggestion is appropriate to the question and based on psychological knowledge. Description of explanation is mainly accurate, coherent and reasonably detailed. Understanding is good.	5–6
Suggestion is appropriate to the question and based explicitly on psychological knowledge. Description of explanation is accurate, coherent and detailed. Understanding is very good	7–8

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PSYCHOLOGY AND EDUCATION

1 (a) Explain, in your own words, what is meant by 'behaviourist applications to learning'. [2]

Typically: Generally behaviourists focus on behaviour, rather than on thinking or the person. Candidates may be tempted to provide details of early **behaviourist approach** (i.e. Pavlov & Skinner). Although this is legitimate in that it aids *understanding*, the question specifically requires **applications.**

(b) Describe two behaviourist applications to learning. [4]

Syllabus:
Behaviourist applications to learning underlying theory (classical and operant conditioning); applications such as programmed learning and behaviour modification techniques (controlling disruptive behaviour)

Expansion:
Direct application of positive and negative reinforcement/punishment to shape behaviour; possible use of schedules. Programmed learning as an approach to teaching and learning e.g. Bloom's mastery learning and Keller's personalised system of instruction.
Rote learning versus discovery learning. Use of computers.
Behaviour modification applied to (a) children who misbehave and (b) children who are disadvantaged. Social learning (e.g. Bandura) using teachers or other children as role models.

Marks: 2 marks for description of each application.

2 (a) Describe what psychologists have discovered about special educational needs. [8]

Syllabus:
- definitions, types and assessment of special educational needs (including gifted children) definitions of special educational need and giftedness; types of special educational need (e.g. dyslexia; attention deficit hyperactive disorder ADHD), autistic spectrum disorders and giftedness (e.g. Bridges, 1969)
- causes and effects of one specific learning difficulty or disability most likely: dyslexia or attention deficit hyperactive disorder, autistic spectrum disorder or any other need
- strategies for educating children with special needs integration versus segregation; for gifted: acceleration or enrichment (e.g. Renzulli, 1977). Dyslexia (e.g. Selikowitz, 1998)

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(b) Every person is a unique individual, particularly in relation to their educational needs. Evaluate what psychologists have discovered about special educational needs and include a discussion about individual differences. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
Internal strengths and weaknesses.
Theoretical issues: reductionism, determinism, ethnocentrism.
Supporting/contradicting evidence.
Comparisons and contrasts with alternative theory.

Evaluation of research:
Strengths and weaknesses of methods, sample, controls, procedure.
Evaluation of and comparisons and/or contrasts with alternative methodologies.

Evaluation of issues and debates: *Any relevant debate can be raised*, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: individual differences. This psychological approach takes more of an idiographic approach i.e. it is interested in individual differences because of biology, culture, gender, ethnicity, etc.

Intelligence is measured with an intelligence test resulting in an IQ score. A test of emotional intelligence produces an EQ score.

3 (a) Describe Goleman's theory of emotional intelligence. [6]

Syllabus:
- alternatives to intelligence: emotional intelligence (e.g. Goleman, 1995); creativity and unusual uses test (e.g. Guilford, 1950); problem solving: means-end analysis, planning strategies and backwards searching

Expansion:
Goleman suggests two major components:
- understanding yourself, your goals, intentions, responses, behaviour and all
- understanding others, and their feelings

and five factors:
- knowing your emotions
- managing your own emotions
- motivating oneself
- recognising and understanding other people's emotions
- managing relationships, i.e. managing the emotions of others

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(b) Suggest how you would test the reliability and validity of an emotional intelligence test. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

Imagine you are a teacher. Your students are sitting the examination very soon and you want to help them improve their learning effectively. You decide to try out two study skills to see which is the more effective.

4 (a) Describe two study skills that could improve learning effectiveness. [6]

Syllabus:

- improving learning effectiveness (study skills) the 4-mat system (McCarthy, 1990); PQRST method: learning from textbooks; strategies for effective learning and thinking (SPELT) Mulcahy et al (1986)

Expansion:

- McCarthy's (1990) **4-MAT** system. Includes: motivation, concept development, practice and application. This is teacher-based, matching teaching styles with learning styles.
- **PQRST**: preview, question, read, self-recitation, test. Intended to improve ability to study and remember material in a textbook.
- **SPELT** (Mulcahy, 1986) Strategies for Effective Learning / Thinking. This is concerned with learning how to learn.

Marks: 2 marks for description of each study skill.

(b) Suggest how you would investigate which study skill is the more effective for your students. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

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PSYCHOLOGY AND HEALTH

5 (a) Explain, in your own words, what is meant by 'improving adherence' to medical requests. [2]

Typically: adherence is the extent to which people carry out the instructions given to them by a medical practitioner.

This question also concerns improving this process, so 2 marks only if improvement is acknowledged.

(b) Describe two ways in which practitioner style can improve adherence to medical requests. [4]

Syllabus:

- improving adherence Improve practitioner style (e.g. Ley, 1988), provide information (e.g. Lewin, 1992), behavioural techniques (e.g. Burke et al , 1997)

Expansion:

- changing physician behaviour (DiMatteo & DiNicola, 1982); sending a doctor on a training course
- changing communication style (Inui et al, 1976)
- change information presentation techniques (Ley et al, (1982)
- doctor could be more patient-centred rather than doctor-centred
- Tapper-Jones (1988) suggests using visual material such as diagrams
- emphasising key information and having the patient repeat what has been said. (Kulik & Carlino, 1987) all improve patient adherence
- any appropriate suggestion based on psychological evidence is acceptable

Marks: 2 marks for each description.

6 (a) Describe what psychologists have learned about health and safety. [8]

Syllabus:

- definitions, causes and examples. Definitions of accidents; causes: theory A and theory B (Reason, 2000); examples of individual and system errors (e.g. Three mile island, 1979; Chernobyl, 1986)
- accident proneness and personality. Accident prone personality; personality factors e.g. age, personality type, human error (e.g. Riggio, 1990), illusion of invulnerability (e.g. The Titanic), cognitive overload (e.g. Barber, 1988)
- reducing accidents and promoting safety behaviours reducing accidents at work: token economy (e.g. Fox et al, 1987); reorganising shift work; safety promotion campaigns (e.g. Cowpe, 1989)

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(b) Psychological studies of health and safety may be interesting, but their usefulness is questionnable. Evaluate what psychologists have learned about health and safety including a discussion of the usefulness of what has been found. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
internal strengths and weaknesses;
theoretical issues: reductionism, determinism, ethnocentrism;
supporting/contradicting evidence;
comparisons and contrasts with alternative theory.

Evaluation of research:
strengths and weaknesses of methods, sample, controls, procedure;
evaluation of and comparisons and/or contrasts with alternative methodologies.

Evaluation of issues and debates: *Any relevant debate can be raised*, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: usefulness. Is what psychology offers to the world useful, or not so useful. Particularly in the topic area of health and safety, the debate is whether psychologists have made a useful contribution.

There are many specific health problems that are targeted by the government. But do they always use the correct method to promote health?

7 (a) Describe one study which has used the fear arousal technique. [6]

Syllabus:
- methods for promoting health. Fear arousal (e.g. Janis and Feshbach, 1953; Leventhal et al, 1967). Yale model of communication. Providing information (e.g. Lewin, 1992)

Expansion:
- Appeals to fear/fear arousal (e.g. Janis & Feshbach, 1953 and Leventhal 1967) is the traditional starting point. This is likely to be included because their *strong fear appeal* could be said to be unethical and are not the most effective. The Yale model (source of message/message/recipient) underlies so many attempts.

(b) Suggest a fear arousal strategy that could be used to promote health in relation to a specific problem. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

Most likely:
Use of technique as above. Answer must be related to specific problem.

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Jamal is a nurse who works in a hospital looking after long-stay patients who have pain following a major accident.

8 (a) Describe how Jamal could use a pain observation technique, such as UAB, to record whether the pain of the long-stay patients is reducing. [6]

Syllabus:

- measuring pain. Self report measures (e.g. clinical interview); psychometric measures and visual rating scales (e.g. MPQ, visual analogue scale), behavioural/observational (e.g. UAB). Pain measures for children (e.g. paediatric pain questionnaire, Varni and Thompson, 1976)

Expansion:

- The UAB records observations of different pain behaviour each day for as long as the patient is in hospital.

(b) Suggest how Jamal's observations of pain could be checked to see if they are correct. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

Most likely:

- Suggestion will involve inter-rater reliability.

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PSYCHOLOGY AND ENVIRONMENT

9 (a) Explain, in your own words, what is meant by 'post traumatic stress disorder (PTSD)'. [2]

Typically: is a natural emotional reaction to a deeply shocking and disturbing experience. It is a *normal* reaction to an *abnormal* situation.

(b) Describe two events where it is known that survivors have suffered from post traumatic stress disorder. [4]

Syllabus:
psychological intervention before and after events. Before: preparedness (e.g. Sattler, et al, 2000) evacuation plans (e.g. Loftus, 1972), After: treating PTSD: Herald of free Enterprise - Belgium (Hodgkinson and Stewart, 1991). London Bombing (Rubin et al, 2005)

Expansion:
Description of any of the above events, or indeed any 'published' event where PTSD is known. Description of an event where it is not known there is PTSD awarded max 1 mark for each event.

Marks: 2 marks for each event.

10 (a) Describe what psychologists have learned about environmental cognition. [8]

Syllabus:
- definitions, measures, errors and individual differences in cognitive maps: definitions, measures; sketch maps (Lynch, 1960); multidimensional scaling (e.g. Moar, 1987); errors and individual differences (e.g. Malinowski, 2001)
- Cognitive maps in animals. Cognitive maps in: squirrels (Jacobs and Linman, 1991); bees (Capaldi, 2000); pigeons and magnetite (Walcott, 1979)
- designing better maps; wayfinding: map design (Levine, 1982); wayfinding (Maguire et al, 1997); virtual wayfinding (Janzen et al, 2001)

(b) Our cognitive map is the image we have in our head. But there are different ways to study that image. Evaluate what psychologists have learned about environmental cognition and include a discussion of the methods used to study environmental cognition. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
Internal strengths and weaknesses.
Theoretical issues: reductionism, determinism, ethnocentrism.
Supporting/contradicting evidence.
Comparisons and contrasts with alternative theory.

Evaluation of research:
Strengths and weaknesses of methods, sample, controls, procedure.
Evaluation of and comparisons and/or contrasts with alternative methodologies.

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Evaluation of issues and debates: *Any relevant debate can be raised*, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: methods. Environmental cognition has been studied in a laboratory and also in the field, so discussion is likely to consider these alternatives. Self reports and observations are not used.

It has been decided to convert your local area into an 'Americanised public place' using community environmental design and you are going to help.

11 (a) Describe a study of community environmental design. [6]

Syllabus:
community environmental design: Shopping mall atmospherics (e.g. Michon et al, 2003); casino environments (Finlay et al, 2006); public places (e.g. Whyte, 1980 or Brower, 1983)

Expansion:
Whyte (**1980**) emphasised design features that promote positive social interaction. Studied urban plazas. Over several years they observed and filmed 18 plazas in NYC. Counted how many people used each plaza on pleasant days and began to relate usage to various features of the plaza. Used more if:

- number of amenities rise. (e.g. places to sit);
- drinking fountains and pools are present;
- accessible food outlets;
- trees;
- activities to watch (jugglers, etc.);
- sunny orientation;
- located on busy streets and not hidden away.

Sidney Brower (**1983**) in yet another project suggested:

- keep the street front alive;
- give residents things to do and places to be;
- reduce the speed and number of cars;
- residences should open to the street, not from some central courtyard;
- make parks more attractive to adults.

Marks:
up to 3 marks for each description

(b) Suggest how you would adapt such studies to your local area. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

Most likely:
Adaptation of Whyte or Brower or alternative to local area.

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People who live close to you make too much noise and it is annoying you. You know that sound is measured in decibels, but you want to measure exactly how annoying the noise is.

12 (a) Describe psychological features that make noise annoying. [6]

Syllabus:
- definitions and sources: Definitions of noise (e.g. Kryter, 1970); transportation noise and occupational noise. Factors that make noise annoying

Expansion:
- Kryter (1970) suggests that noise is annoying if it is 1. Loud, 2. Uncontrollable and 3. Unpredictable.
- Borsky (1969) suggests 1. If it is perceived as unnecessary; 2. If those making the noise are unconcerned; 3. If the noise is yet another environmental stressor.

Marks: 2 features in full detail 3 marks each or 3 features in good detail 2 marks each

(b) Suggest how you would measure how annoying the noise is. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

Most likely:
Suggestion based on methodology such as questionnaire or use of decibel meter.

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PSYCHOLOGY AND ABNORMALITY

13 (a) Explain, in your own words, what is meant by the term 'obsessive-compulsive disorder'. [2]

Typically: obsessions – recurring thoughts that interfere with normal behaviour; compulsions- recurring actions which the individual is forced to enact. Obsessive-compulsive = irresistible thoughts or actions that must be acted on.

(b) Using an example, describe what is meant by a compulsion. [4]

Syllabus:
definitions, measures and examples of obsessions and compulsions: Defining obsessions and compulsions; case studies of/examples (e.g. 'Charles' by Rappaport, 1989); measures: e.g. Maudsley obsessive-compulsive inventory

Expansion:
Any example would be acceptable, though it must clearly show compulsive behaviour. Charles (Rappaport, 1989) is one of many case studies in this book, including 'the boy who couldn't stop washing'.

14 (a) Describe what psychologists have discovered about phobias. [8]

Syllabus:
- definitions, types/examples (case studies) of phobias: Types: e.g. agoraphobia, blood phobia, dog phobia
- explanations of phobias: Behavioural (classical conditioning, e.g. Watson, 1920); Psychoanalytic (Freud, 1909); biomedical/genetic (e.g. Ost, 1992); cognitive (e.g. DiNardo et al, 1988)
- treating phobias: Systematic desensitisation (Wolpe, 1958); flooding; applied tension (Ost et al, 1989); cognitive-behaviour therapy (Ost and Westling, 1995)

(b) Some psychologists argue that phobias are learned just like any other behaviour. Evaluate what psychologists have discovered about phobias and include a discussion of the behaviourist explanation of phobias. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
Internal strengths and weaknesses.
Theoretical issues: reductionism, determinism, ethnocentrism.
Supporting/contradicting evidence.
Comparisons and contrasts with alternative theory.

Evaluation of research:
Strengths and weaknesses of methods, sample, controls, procedure.
Evaluation of and comparisons and/or contrasts with alternative methodologies.

Evaluation of issues and debates: *Any relevant debate can be raised*, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: behaviourism. This is the belief that all behaviours are learned and so anxiety disorders are learned. Alternative explanations include psychoanalytic and biomedical/genetic.

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Ellis (1962) outlined rational emotive therapy which he believed could help reduce stress.

15 (a) Describe the main features of rational emotive therapy. [6]

Syllabus:

- treatments for depression: Biological: chemical/drugs (MAO, SSRIs); electro-convulsive therapy. Cognitive restructuring (Beck, 1979); rational emotive therapy (Ellis, 1962)

Expansion:

- Ellis (1962) outlined rational emotive therapy Ellis focuses on how illogical beliefs are maintained through: A for the activating event, perhaps the behaviour or attitude of another person. B for the belief held about A and C which is the thoughts, feelings or behaviours resulting from A.
- Ellis describes the illogical or irrational beliefs using the terms 'musterbating' (we *must* be perfect at all times) and 'I-can't-stand-it-itis' (the belief that when something goes wrong it is a major disaster). In order change to rational beliefs, Ellis expands the ABC model to include: D for disputing the irrational beliefs and E for the effects of successful disruption of the irrational beliefs.

(b) Suggest how rational emotive therapy could be used to help students suffering from examination stress. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

You are a parent and recently your seventeen year old son has started to behave differently from usual. You have had money taken from your bag and you are concerned that he might be gambling. You are worried that he might become addicted to it. You read a book on the subject and find that Griffiths (1995) outlines the features of addiction.

16 (a) Describe the features of addiction outlined by Griffiths (1995). [6]

Syllabus:
definitions, types and characteristics of addictions: Definitions (e.g. Griffiths, 1995); types e.g. alcoholism; impulse control (e.g. kleptomania, pyromania, compulsive gambling); physical and psychological dependence

Expansion:
The six features outlined by Griffiths are: salience, mood modification/euphoria, tolerance, withdrawal, conflict, relapse.

(b) Suggest how the features of addiction outlined by Griffiths apply to your son's behaviour. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

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PSYCHOLOGY AND ORGANISATIONS

17 (a) Explain, in your own words, what is meant by 'selection interview'. [2]

Typically: the choosing from a sample of job applicants the individuals best suited to the jobs available by a 'conversation with a purpose'.

(b) Describe structured and unstructured selection interviews. [4]

Syllabus:

- Selection of people for work: Selection procedures: applications (e.g. weighted application blanks and biographical inventories i.e. a curriculum vitae). Selection interviews: structured and unstructured. Personal selection decision making. Use of psychometric tests.

Expansion:

- Structured interview – each participant is asked exactly the same questions in the same order.
- Unstructured interview – the researcher asks different questions, depending upon where the conversation/discussion takes them
- Semi-structured interview – the researcher has a certain number of set questions – but can also ask other questions depending upon where the responses take them – so that the researcher can find out about things in more depth and prompt more detailed response.

Marks: 2 marks for each description.

18 (a) Describe what psychologists have discovered about group behaviour in organisations. [8]

Syllabus:

- Group dynamics, cohesiveness and teamwork: Group development (e.g. Tuckman 1965; Woodcock, 1979). Group cohesiveness, teambuilding and team performance. Characteristics of successful teams.
- Decision-making: The decision-making process (e.g. Wedley & Field, 1983). Decision style and individual differences in decision-making. Individual versus group decisions. Groupthink (e.g. Janis, 1972) and group polarisation. Strategies to avoid groupthink and training to avoid poor decisions (e.g. Bottger & Yetton, 1987)
- Group conflict: Major causes of group conflict: organisational and interpersonal. Positive and negative effects of conflict. Managing group conflict (e.g. Thomas, 1976).

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(b) "If it applies to most people most of the time, then we need know nothing more." Evaluate what psychologists have discovered about group behaviour in organisations and include a discussion of the issue of generalisations. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
Internal strengths and weaknesses.
Theoretical issues: reductionism, determinism, ethnocentrism.
Supporting/contradicting evidence.
Comparisons and contrasts with alternative theory.

Evaluation of research:
Strengths and weaknesses of methods, sample, controls, procedure.
Evaluation of and comparisons and/or contrasts with alternative methodologies.

Evaluation of issues and debates: *Any relevant debate can be raised*, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: generalisations. This is the extent to which we can generalise to most people most of the time. However, not all people all of the time because of individual and cultural differences. So what about group behaviour?

The workers in your organisation deserve a reward because they have been working hard. You don't want to pay them extra because you believe that there is more to life than money. You decide to give them a number of non-monetary rewards.

19 (a) Suggest an appropriate non-monetary rewards for your workers. Give reasons for your answer. [8]

Most likely:
Intrinsic rewards: challenge, achievement and success.
Extrinsic rewards: pay, promotion and fringe benefits.
a] additional responsibility and enhanced conditions;
b] material reward: merchandise incentives, company car etc

Marks: no marks allocated for a monetary reward.

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(b) Describe how rewards fit into one theory of motivation. [6]

Most likely:
Many theorists such as Maslow and McGregor place money low down on the list of motivators. For McGregor, praise and recognition are much more important. Also praise, respect, recognition, empowerment and a sense of belonging are said to be far more powerful motivators than money.
Mayo believed that workers could be motivated by acknowledging their social needs and making them feel important.
Robbins and Judge (2007) identify 5 motivators:

- Recognition of employees' individual differences, and clear identification of behaviour deemed worthy of recognition;
- Allowing employees to participate;
- Linking rewards to performance;
- Rewarding of nominators;
- Visibility of the recognition process.

Both the Chernobyl (1986) and Three Mile Island (USA, 1979) nuclear power station accidents were caused by human error. Workers were on a rapid rotating shift system, specifically the 'graveyard' 10pm until 6am shift when the accidents happened. If you were the manager of such an organisation you would implement a very different shift system.

20 (a) Describe one rapid rotating shift stystem. [6]

Syllabus:
temporal conditions of work environments: Shiftwork: rapid rotation theory (e.g. metropolitan rota and continental rota); slow rotation theory. Compressed work weeks and flexitime.

Expansion:
rapid rotation theory: based on frequent change & preferred by workers who only do same shift for short time. Two options: 1] *metropolitan rota*: 2 early, 2 late, 2 night, 2 rest. 2] *continental rota*: 2 early, 2 late, 3 night, 2 rest, then 2 early, 3 late, 2 night, 3 rest. etc etc.
Candidates can describe slow rotation in general, as above, or they can focus on one specific type.

(b) Suggest an alternative shift system that is likely to reduce human error. Give reasons for your answer. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

Most likely:

- a **Slow rotation theory** – should change as infrequently as possible to minimise effects but not popular (e.g. night shift for 1 month).

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