CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level

MARK SCHEME for the May/June 2013 series

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 application 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 lacks 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 evaluative points, which may or may not include the named issue, is sparse and may be only positive or negative. Evaluative 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 in detail and understanding is weak.	1–3
Evaluation (positive and negative points) is **limited**. Range of evaluative points, which may or may not include the named issue, is limited. Points hint at issues/debates, methods or approaches but with little or no organisation into issues. Poor use of supporting examples. Analysis (key points and valid generalisations) is sparse. Evaluation is lacking in detail and understanding is sparse. NB If evaluation is 'by study' with same issues identified repeatedly with no positive or negative points of issues, however good examples are, maximum 6 marks. NB If the issue stated in the question is **not** addressed, maximum 6 marks. NB If **only** the issue stated in the question is addressed, maximum 4 marks.	4–6
Evaluation (positive and negative points) is **good**. Range of evaluative issues/debates, methods or approaches, including the named issue, is good and is balanced. The answer has some organisation of evaluative issues (rather than study by study). 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.	7–9
Evaluation (positive and negative points) is **comprehensive**. Selection and range of evaluative issues/debates, methods or approaches, including the named issue, 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.	10–12

Section C: Application question (description) = 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 (suggestion) = 8 marks	
No answer or incorrect answer.	0
Suggestion is mainly inappropriate to the question but is vaguely based on psychological knowledge. Answer is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. *Description* of a study/other authors' work 2 marks max if related to question; 0 marks if not.	1–2
Suggestion is largely appropriate to the question and is based on psychological knowledge. Answer is generally accurate, coherent but lacks detail. Understanding is limited.	3–4
Suggestion is appropriate to the question and based on psychological knowledge. Answer is accurate, coherent and reasonably detailed. Understanding is good.	5–6
Suggestion is appropriate to the question and based explicitly on psychological knowledge. Answer 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 'types of intelligence'. [2]

Typically: A type (typology) is the classification of something according to its characteristics. Intelligence is difficult to define and different people define it in different ways, so be flexible. Reference to both components (i.e. type and intelligence) needed for 2 marks.

(b) Describe <u>two</u> types of intelligence. [4]

Syllabus:

- **concept, types and tests of intelligence** concept of intelligence and IQ; types of intelligence tests Stanford-Binet; Wechsler (WAIS & WISC; BAS). Reliability, validity and predictive validity. Intelligence and educational performance
- **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

Most likely:

1 'standard' type of intelligence measured with Stanford-Binet; Wechsler (WAIS & WISC; BAS) type tests.

2 Emotional intelligence e.g. Goleman (1995) two major components: **Understanding yourself**, your goals, intentions, responses, behaviour and all. **Understanding others**, and their feelings. There are five factors: Knowing your emotions, Managing your own emotions, Motivating oneself, Recognising and understanding other people's emotions and Managing relationships, i.e., managing the emotions of others.

3 Gardner (1983) proposed 9 types of intelligence: 1. Naturalist Intelligence ('Nature Smart'), 2. Musical Intelligence ('Musical Smart'), 3. Logical-Mathematical Intelligence '(Number/Reasoning Smart'), 4. Existential Intelligence, 5. Interpersonal Intelligence ('People Smart'), 6. Bodily-Kinesthetic Intelligence ('Body Smart'), 7. Linguistic Intelligence ('Word Smart'), 8. Intra-personal Intelligence ('Self Smart'), 9. Spatial Intelligence ('Picture Smart').

Marks: 2 marks for each type.

2 (a) Describe what psychologists have found out about perspectives on learning. [8]

Candidates are likely to include some of the following details from the syllabus:

- **behaviourist applications to learning** underlying theory (classical and operant conditioning); applications such as programmed learning and behaviour modification techniques (controlling disruptive behaviour)
- **humanistic applications to learning** underlying theory (Rogers, 1951); applications such as co-operative learning, learning circles and the open classroom. Summerhill School
- **cognitive applications to learning** underlying theory (e.g. Piaget) applications such as discovery learning (Bruner); expository teaching/reception learning (Ausubel); zone of proximal development (Vygotsky)

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(b) 'A unique individual? No. Everyone behaves in the same way.' Evaluate what psychologists have found out about different perspectives on learning, and contrast <u>two</u> perspectives as part of your evaluation. [12]

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

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

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

<u>Evaluation of issues and debates</u>: *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.

<u>Named issue</u>: **competing perspectives**. Candidates should contrast two different perspectives on education, perhaps considering strengths or weaknesses of each.

3 There are a number of different theories to explain what motivates a child, such as those taking a humanistic or cognitive approach.

(a) Suggest how you would investigate whether a humanistic or cognitive approach to motivation is better for your class of twelve-year-old children. [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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

(b) Describe the humanistic approach to motivation. [6]

Syllabus:
- **definitions, types and theories of motivation** Types such as extrinsic and intrinsic; theories: Behaviourist (e.g. Brophy, 1981); Humanistic (e.g. Maslow, 1970); Cognitive (e.g. McClelland,1953)

Expansion:
- Humanists view motivation to be focused on the individual as a whole person and look at his or her physical, emotional, intellectual, and aesthetic needs. A positive classroom climate and caring student–teacher relationship is essential to the development of student motivation. Maslow's hierarchy reflects the individual needs of the 'whole person'.

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4 Good teachers teach and poor teachers try to control disruptive behaviour.

(a) Suggest how you could investigate the possibility that poor teaching style causes disruptive 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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

(b) Describe <u>one</u> good teaching style. [6]

Syllabus:

- **types, explanations and effects of disruptive behaviours** Types: conduct (e.g. distracting, attention-seeking, calling out, out-of-seat); immaturity and verbal and physical aggression (bullying), attention deficit hyperactivity disorder. Explanations and effects for one or more of above types. Poor teaching style.
- **learning styles and teaching styles**: The onion model (Curry, 1983); Grasha's (1996) six styles of learning. Teaching styles: formal and informal styles (Bennett, 1976); High-initiative and low-initiative (Fontana, 1995).

Expansion:

- Lefrancois outlines a **'teaching model'** pointing out what is desired before, during and after teaching. He also outlines 28 recommended behaviours for effective teaching.
- Fontana suggests the debate is between **formal** (subject emphasis and to initiate children in essentials) and **informal** (emphasis on child, teacher identifying child's needs) styles. Flanders (1970) suggests **direct** (lectures, etc.) versus **indirect** (accepts that children have ideas and feelings) styles. Evidence exists for each approach.
- Bennett (1976) found progress in three 'Rs' better in primary school using formal approach.
- Haddon and Lytton (1968) found creativity better when informal approach used.
- Baumrind (1972) outlines three styles: authoritarian, authoritative (i.e. democratic) and laissez-faire. Baumrind believes the authoritative style is most effective.
- Any appropriate good teaching style to receive credit.

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PSYCHOLOGY AND HEALTH

5 (a) Explain, in your own words, what is meant by 'non-verbal communication' in relation to the patient-practitioner relationship. [2]

Typically: NVC has been defined as 'the process of communication through sending and receiving wordless (mostly visual) messages', and in this case it applies to the interaction during a consultation between the practitioner and a patient. Both components (i.e. nvc and patient-practitioner) must be included for 2 marks.

(b) Describe <u>one</u> study of patient-practitioner non-verbal communication. [4]

Syllabus:

- **practitioner and patient interpersonal skills** Non-verbal communications (e.g. McKinstry and Wang); Verbal communications (e.g. McKinlay, 1975; Ley, 1988)

Most likely:

- Classic study is McKinstry and Wang (1991). The aim of this study was to determine how acceptable patients found different styles of doctors' dress and whether patients felt that a doctor's style of dress influenced their respect for his or her opinion.
- Studies of tone of voice etc. also creditworthy.

6 (a) Describe what psychologists have learned about stress. [8]

Candidates are likely to include some of the following details from the syllabus:

- **causes/sources of stress** Physiology of stress and effects on health. The Gas model (Selye). Causes of stress: lack of control (e.g. Geer and Maisel, 1972), work (e.g. Johansson, 1978), life events (Holmes and Rahe, 1967), personality (e.g. Friedman and Rosenman, 1974), daily hassles (e.g. Lazarus, 1981)
- **measures of stress** Physiological measures: recording devices and sample tests (e.g. Geer and Maisel, 1972 e.g. Johansson, 1978), self report questionnaires (Holmes and Rahe 1967, Friedman and Rosenman 1974, Lazarus 1981)
- **management of stress** Medical techniques (e.g. chemical). Psychological techniques: biofeedback (e.g. Budzynski et al., 1973) and imagery (e.g. Bridge, 1988). Preventing stress (e.g. Meichenbaum, 1985)

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(b) 'Oh no, my blood pressure is too high!' Evaluate what psychologists have learned about stress, and include a discussion about the use of scientific equipment to measure stress. [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: **scientific equipment**. Equipment to measure stress, such as GSR, sample tests, sphygmomanometer, ECG, etc. may be reliable, but are they valid, particularly in relation to stress?

7 There is theory and there is the real world.

(a) Describe the specificity theory of pain. [6]

Syllabus:
- **types and theories of pain** Definitions of pain. Acute and chronic organic pain; psychogenic pain (e.g. phantom limb pain). Theories of pain: specificity theory, gate control theory (Melzack, 1965)

Expansion:
- **Specificity theory Descartes** (1644) captured idea of pain in his analogy of bell ringing: 'pull the rope at the bottom and the bell will ring in the belfry'. This theory proposes that there are pain receptors in bodily tissue which connect to a pain centre in the brain. The view was that there were four types of sensory receptor: warmth, cold, pressure and pain.

(b) Suggest how you could gather ecologically valid evidence to test this theory. [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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

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8 An aeroplane has crashed because of an error by an air traffic controller. The cause could be cognitive overload but the cause may be due to some other variable.

(a) Design a laboratory experiment to test cognitive overload in air traffic controllers. [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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

(b) Describe <u>one</u> example where the cause of an accident was said to be due to cognitive overload. [6]

Syllabus:

- **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)

Most likely:

- Barber (1988) quotes the case where an airplane crashed at Zagreb and the cause was said to be due to an air traffic controller who, because of cognitive overload, could not cope with the number of aircraft in his sector.
- Any appropriate example to receive credit.

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PSYCHOLOGY AND ENVIRONMENT

9 (a) Explain, in your own words, what is meant by 'negative effects of noise on anti-social behaviour'. [2]

Typically: noise is defined as unwanted and so exposure to it may lead a person to behave in an anti-social way. Noise is said to enhance aggressive behaviour in aggressive people.

(b) Describe <u>one</u> study that has looked at the negative effects of noise on anti-social behaviour. [4]

Syllabus:

- **negative effects on social behaviour in adults and performance in children**: Anti-social behaviour: (e.g. Geen and O'Neal, 1969; Donnerstein and Wilson, 1970). Pro-social behaviour (e.g. lab: Mathews and Canon, 1975; field: Mathews and Canon, 1975) Performance: (e.g. Bronzaft, 1981; Haines et al., 2002)

Most likely:

- Geen and O'Neal (1969) and Donnerstein and Wilson (1976) conducted laboratory experiments where aggressive behaviour in the form of an electric shock was given more when participants were exposed to noise.

10 (a) Describe what psychologists have learned about personal space and territory. [8]

Candidates are likely to include some of the following details from the syllabus:

- **definitions, types and measures**: Defining space (e.g. Hall, 1966) and territory (e.g. Altman, 1975). Alpha space and beta space. Measuring space: simulation (e.g. Little, 1968); stop-distance; space invasions (see below)
- **Invading space and territory**: Invasions (e.g. Middlemist et al., 1976; Fisher and Byrne, 1975; Brodsky et al., 1999)
- **defending territory and space**: Defending primary territory (e.g. Newman, 1976) and public territory (e.g. Ruback, 1997) territorial markers e.g. Hoppe et al. (1972)

(b) 'Don't stand so close to me!' Evaluate what psychologists have learned about personal space and territory, including a discussion of the ethics of personal space invasions. [12]

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

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

<u>Evaluation of research</u>:
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: **ethics**. Code of conduct determined by the BPS in the UK, APA (USA) or in any other country. The ethics of invading space and causing psychological harm, for example, could be debated.

11 Studies on crowding often gather quantitative data, but rarely do they gather qualitative data.

(a) Suggest how you could gather qualitative data in a study investigating crowding and pro-social 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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

(b) Describe one study on crowding and pro-social behaviour which has gathered quantitative data. [6]

Syllabus:

- **effects on human health, pro-social behaviour and performance**: Pro-social behaviour (e.g. Dukes and Jorgenson, 1976; Bickman et al., 1973). Health (e.g. Lundberg, 1976). Performance (e.g. Mackintosh, 1975)

Most likely:

- **Dukes and Jorgenson** (1976) found in low social density conditions people were more likely to return dirty dishes.
- **Bickman et al.** (1973) found students were more likely to post dropped letters in low density conditions.
- Any appropriate example to receive credit.

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12 Recent news items suggest that the cognitive maps of bees are being disrupted by signals from mobile/cell phones. The poor bees will not be able to find their way home!

(a) Suggest how you could investigate whether the way-finding of bees is influenced by mobile/cell phone signals. [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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

(b) Describe <u>one</u> study which has investigated cognitive maps in animals. [6]

Syllabus:

- **Cognitive maps in animals**: Cognitive maps in: squirrels (Jacobs and Linman, 1991); bees (Capaldi, 2000); pigeons and magnetite (Walcott, 1979)

Most likely:

- **Jacobs and Linman** (1991) investigated the role of the cognitive map in allowing squirrels to search for food that they had stored themselves. Results suggest that they were using cognitive maps.
- **Capaldi** (2000) bees learn their environment by flying around.
- **Walcott et al.** (1979) involved the systematic manipulation of magnetic cues (including fitting pigeons with a Helmholtz coil to disrupt magnetic signals). Found pigeon has sensitivity to magnetic fields of earth – has the substance magnetite in its brain.
- Any appropriate example to receive credit.

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PSYCHOLOGY AND ABNORMALITY

13 (a) Explain, in your own words, what is meant by 'biological/medical treatment of abnormality'. [2]

Typically: a therapy which removes a medical problem. It may lead to its cure, but may just relieve symptoms. The focus is on biological/medical and both components (treatment/therapy AND biological/medical) must be mentioned for 2 marks.

(b) Briefly describe <u>two</u> medical/biological treatments of abnormality. [4]

Syllabus:

- **treatments of abnormality**: Treatments derived from models: biological/medical; psychotherapies; cognitive-behavioural. Effectiveness and appropriateness of treatments.

Most likely:

- **chemical/drug**: **for depression**: Tricyclics; MAOIs (Monoamine oxidase inhibitors); SSRIs (Selective Serotonin Reuptake Inhibitors); SNRIs (Serotonin and Noradrenaline Reuptake Inhibitors).
- **chemical/drug**: **for schizophrenia**: first generation of **typical antipsychotics** (or neuroleptics) began in the 1950s with chlorpromazine, then came **atypical anti-psychotics** which acted mainly by blocking dopamine receptors. The third generation of drugs, such as Aripiprazole, are thought to reduce susceptibility to metabolic symptoms present in the second generation atypical antipsychotics.
- **chemical/drug: for anxiety**: Benzodiazepines may be used for the short-term relief of severe anxiety. They aren't prescribed for long-term use because of the risk of addiction. Antidepressants can be used on their own for chronic anxiety or in combination with a benzodiazepine. Beta-blockers may help to reduce some of your physical symptoms, such as rapid heartbeats or palpitations and shaking. However, they don't help with the psychological symptoms of anxiety.
- **ECT** (electroconvulsive therapy)/electroplexy is very common for severe depression.

Marks: 2 marks for each appropriate treatment.

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

Candidates are likely to include some of the following details from the syllabus:

- **types, symptoms and characteristics of schizophrenia**: Types (e.g. catatonic, paranoid); characteristics; case studies/examples
- **explanations of schizophrenia**: Genetic (e.g. Gottesman and Shields, 1972); biochemical (dopamine hypothesis); cognitive (e.g. Frith, 1992)
- **treatments for schizophrenia**: Biochemical (antipsychotics and atypical antipsychotics); electro-convulsive therapy. Token economy (Paul and Lentz, 1977); cognitive-behaviour therapy (Sensky, 2000)

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(b) Evaluate what psychologists have discovered about schizophrenia, including a discussion about the reductionist nature of explanations. [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: **reductionism**. This is the view that complex behaviour can be explained by simple principles; that we can break something down into its component parts. Each explanation of schizophrenia, whether it be genetic, neurochemical or cognitive, could be debated.

15 Psychologists often devise questionnaires to assess mental problems.

(a) Suggest how you would assess whether addiction is caused by 'cognitive/personality' factors using a questionnaire. [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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

(b) Describe the 'cognitive/personality' explanation for addiction. [6]

Syllabus:

- **causes of addiction and impulse control disorders**: Genetic (alcohol): Schuckit, 1985; Peters and Preedy, 2002; Biochemical: dopamine; behavioural: positive reinforcement; cognitive/personality

Expansion:

- There is some evidence that a particular personality type is more likely to lead to addiction in one or behaviours. Such personalities are impulsive, have little self control and often have compulsions.

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16 Testophobia: the Latin name for the fear of tests or exams.

(a) Suggest how you could find out whether a person has testophobia. [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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

(b) Describe a case study of a person with a phobia. [6]

Syllabus:

- **definitions, types/examples (case studies) of phobias**: Types: e.g. agoraphobia, blood phobia, dog phobia

Most likely:

- Little Albert (J B Watson, 1920) was taught to be afraid of a white rat which generalised to other things.
- Little Hans (S Freud, 1909) has a fear of horses (his father).

Any other appropriate case study (i.e. published psychological ones) to receive up to full credit, anecdotal examples receive 3 marks max.

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PSYCHOLOGY AND ORGANISATIONS

17 (a) Explain, in your own words, what is meant by the 'rapid rotation theory' of shiftwork. [2]

Typically: **rapid rotation theory**: based on frequent change and so preferred by workers who only do same shift for short time. An example could be given for the second available mark (even though given again below).

(b) Describe <u>two</u> examples of rapid rotation theory. [4]

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:
- **metropolitan rota:** 2 early, 2 late, 2 night, 2 rest.
- **continental rota:** 2 early, 2 late, 3 night, 2 rest, then 2 early, 3 late, 2 night, 3 rest, etc.

Marks: 2 marks for each example.

18 (a) Describe what psychologists have discovered about leadership and management. [8]

Candidates are likely to include some of the following details from the syllabus:
- **Theories of leadership**: Universalist: great person theory, charismatic and transformational leaders. Behavioural: Ohio state studies (initiating structure and consideration), University of Michegan studies (task and relationship oriented behaviours).
- **Leadership style and effectiveness**: Effectiveness: contingency theory (Fiedler, 1976); situational leadership (Hersey & Blanchard, 1988), Path-goal theory (House 1979). Styles: permissive versus autocratic (e.g. Muczyk & Reimann, 1987). Leadership training and characteristics of effective leaders.
- **Leaders and followers**: Leader-member exchange model (e.g. Danserau, 1994). Normative decision theory (Vroom & Yetton, 1973).

(b) 'She is a charismatic leader. So what?' Evaluate what psychologists have discovered about leadership and management, including a discussion of the usefulness of theories of leadership. **[12]**

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

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

<u>Evaluation of research</u>:
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: **usefulness**. Is what psychology offers to the world useful, or not so useful. Particularly in the topic area of leadership, the debate is whether psychological theories have made a useful contribution.

19 I'm happy with what I've achieved in my life. But is everybody? What percentage of people have reached Maslow's highest need? A study to investigate this is needed.

(a) Suggest how you would investigate how many people have achieved Maslow's highest level of need. **[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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

(b) Describe the need theory proposed by Maslow. [6]

Syllabus:

- **Need theories of motivation**: Need theories: Needs-hierarchy (Maslow, 1970), ERG theory (Aldefer, 1972), achievement motivation (McClelland, 1965).

Most likely:
Maslow's **need-hierarchy** (1965): five tier hierarchy: physiological, safety, social, esteem and self actualisation. Starting with physiological each must be satisfied in order. Lots of attention received, but not much support; not a good predictor of behaviour and no useful application.

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20 As the manager, you are very disappointed to find that one of your workers has sabotaged the machine.

(a) Suggest how a participant observation study could be conducted to find out who broke the machine. [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. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.

(b) Describe why sabotage is an indicator of job dissatisfaction. [6]

Syllabus:

- **Attitudes to work**: Theories of job satisfaction and dissatisfaction (e.g. Herzberg, 1959). Job withdrawal, absenteeism and sabotage. Organisational commitment. Promoting job satisfaction.

Expansion:

Taylor and Walton (1971) define industrial sabotage as 'that rule-breaking which takes the form of conscious action or inaction directed towards the mutilation or destruction of the work environment.' Sabotage can be motivated by

- frustration – spontaneous actions directed against which are indications of the powerlessness the workers involved feel;
- attempts to ease the work process – this is typical of industries where workers are paid by the hour and wages are dependent on output;
- attempts to assert control, that is, acts of sabotage that are designed to challenge authority.

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