**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Level**

# MARK SCHEME for the May/June 2013 series

## 9698 PSYCHOLOGY

**9698/33** 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, Pre-U, 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.<br>Description is mainly inaccurate, lacks coherence and lacks detail.<br>Understanding is poor. The answer is unstructured and lacks organisation. | 1–2 |
| Definition of terms is basic and use of psychological terminology is adequate.<br>Description is often accurate, generally coherent but lacks detail.<br>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.<br>Description is mainly accurate, coherent and reasonably detailed.<br>Understanding is good. The answer has some structure and organisation. | 5–6 |
| Definition of terms is accurate and use of psychological terminology is comprehensive.<br>Description is accurate, coherent and detailed.<br>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**.<br>Range of evaluative points, which may or may not include the named issue, is sparse and may be only positive or negative.<br>Evaluative points are not organised into issues/debates, methods or approaches.<br>Sparse or no use of appropriate supporting examples which are peripherally related to the question.<br>Analysis (key points and valid generalisations) is very limited or not present.<br>Evaluation is severely lacking in detail and understanding is weak. | 1–3 |
| Evaluation (positive and negative points) is **limited**.<br>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.<br>Poor use of supporting examples.<br>Analysis (key points and valid generalisations) is sparse.<br>Evaluation is lacking in detail and understanding is sparse.<br>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.<br>NB If the issue stated in the question is **not** addressed, maximum 6 marks.<br>NB If **only** the issue stated in the question is addressed, maximum 4 marks. | 4–6 |
| Evaluation (positive and negative points) is **good**.<br>Range of evaluative issues/debates, methods or approaches, including the named issue, is good and is balanced.<br>The answer has some organisation of evaluative issues (rather than 'study by study').<br>Good use of appropriate supporting examples which are related to the question.<br>Analysis (key points and valid generalisations) is often evident.<br>Evaluation has good detail and understanding is good. | 7–9 |
| Evaluation (positive and negative points) is **comprehensive**.<br>Selection and range of evaluative issues/debates, methods or approaches, including the named issue, is very good and which are competently organised.<br>Effective use of appropriate supporting examples which are explicitly related to the question.<br>Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.<br>Evaluation is detailed and understanding is thorough. | 10–12 |

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| *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 |

| *Section C: Application question (b) = 8 marks* | |
|---|---|
| No answer or incorrect answer. | 0 |
| **Suggestion** is mainly inappropriate to the question but is vaguely based on psychological knowledge.<br>Answer is mainly inaccurate, lacks coherence and lacks detail.<br>Understanding is poor.<br>*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.<br>Answer is generally accurate, coherent but lacks detail.<br>Understanding is limited. | 3–4 |
| **Suggestion** is appropriate to the question and based on psychological knowledge.<br>Answer is accurate, coherent and reasonably detailed.<br>Understanding is good. | 5–6 |
| **Suggestion** is appropriate to the question and based explicitly on psychological knowledge.<br>Answer is accurate, coherent and detailed.<br>Understanding is very good. | 7–8 |

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## PSYCHOLOGY AND EDUCATION

**1 (a) Explain in your own words, what is meant by the 'approaches to study inventory (ASI)'. [2]**

**Typically:** The approaches to study inventory (Entwistle et al., 2000) is a 52 item questionnaire that measures three different approaches to learning: deep, strategic and surface learning.

**(b) Describe the 'approaches to study inventory (ASI)' measure of learning styles. [4]**

**Syllabus:**
**measuring learning styles and teaching styles** Learning: Approaches to study inventory (ASI) (Entwistle, 1981). Teaching: teacher-centred and student-centred styles (Kyriacou and Williams, 1993); Kolb's (1976) learning styles.

**Expansion:**
According to JWK Rowe:

- Deep learning: Intention to understand, vigorous interaction with content, relating new ideas to previous knowledge, and relating evidence to conclusions. Examining the logic of the argument.
- Surface learning: Intention to complete task requirements, treating task as an external imposition, unreflectiveness about purpose or strategies, focus on discrete elements without integration, failure to distinguish principles from examples, memorising information for assessments.
- Strategic learning: Intention to obtain highest possible grades, gear work to perceived preferences of teacher, awareness of marking schemes and criteria, systematic use of previous papers in revision, organising time and effort to greatest effect, ensuring right conditions and materials for study.

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

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

- **definitions, types and assessment of special educational needs:** (including gifted children) definitions of special educational needs and giftedness; types of special educational need (e.g. dyslexia; attention deficit hyperactivity 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 hyperactivity 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) Evaluate what psychologists have discovered about special educational needs. Include a discussion about the strengths and weaknesses of different strategies to educate children with special needs. [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: compare and contrast (or discuss the strengths and weaknesses of) different strategies such as those outlined in the syllabus including integration versus segregation or acceleration versus enrichment.

**3 You want to devise a set of revision exercises for your psychology examination that can be done on a computer. You decide that it will be based on what behaviourists call 'programmed learning'.**

**(a) Suggest what features your programmed revision exercises would include. [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 behaviourist theory of learning on which your suggestion is based. [6]**

**Syllabus:**
**behaviourist applications to learning:** underlying theory (classical and operant conditioning); applications such as programmed learning and behaviour modification techniques (controlling and disruptive behaviour).
**most likely:** the work of Skinner on operant conditioning with different types of reward and punishment. Answers will hopefully include a correct distinction between positive and negative reward and positive and negative punishment.

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**4 You are training to be a teacher. Some teachers you have observed keep discipline by correcting a disruptive behaviour when it happens. You think that it would be much better to manage a classroom effectively so problems are prevented from starting.**

**(a) Suggest what you would do as a teacher to manage classroom behaviour effectively. [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 psychology on which your suggestion in part (a) is based. [6]**

**Syllabus**:
**corrective and preventive strategies preventive:** effective preventive discipline (Cotton, 1990); effective classroom management behaviour (Kounin, 1990). Corrective: behaviour modification techniques (Presland, 1990); cognitive behaviour modification e.g. self instructional training (Meichenbaum, 1971).

**Expansion:**
There are a number of **preventive** strategies:

- care for children: know their names and other relevant information.
- give legitimate praise (Marland, 1975).
- use humour.
- establish (with-it-ness) (Kounin, 1970).
- shape the learning environment.
- maintain classroom activity (Stodolsky, 1984, lists 17 activities).
- maintain democratic procedures (e.g. Webster, 1968).
- set rules.
- Fontana (1981) lists 16 common-sense aspects of classroom management.

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## PSYCHOLOGY AND HEALTH

**5 (a) Describe what is meant by an 'objective measure of non-adherence to medical advice.' [2]**

**Typically:** adherence is the extent to which people carry out the instructions given to them by a medical practitioner, but this question also wants an *objective* measure so some reference to pill counting, biochemical tests, obtaining repeat prescriptions, etc. is required.

**(b) Describe <u>one</u> study of non-adherence to medical advice which used an objective measure. [4]**

**Syllabus:**
**measuring adherence/non-adherence:** Subjective: self reports (e.g. Riekart and Droter, 1999) objective: pill counting (e.g. Chung and Naya, 2000); biochemical tests (e.g. Roth 1987); repeat prescriptions (e.g. Sherman, 2000).
**most likely:** Studies on pill counting (e.g. Chung and Naya, 2000); biochemical tests (e.g. Roth, 1987); repeat prescriptions (e.g. Sherman, 2000).

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

Candidates are likely to include some of the following details from the 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) "It's not *my* fault!" Evaluate what psychologists have learned about health and safety and include a discussion of the issue of individual versus situational 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: individual versus situational explanations. An individual (dispositional) explanation for an event will look to some feature or characteristic of the person. A situational explanation will look at the wider context – the social group, the physical environment.

**7 Stress can be measured physiologically using recording devices and sample tests.**

**(a) Suggest how you would test the reliability and validity of any physiological recording device.** **[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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**(b) Describe <u>one</u> study which has measured stress physiologically using a recording device. [6]**

**Syllabus:**
**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).

**Expansion:**
- Goldstein et al. (1992) measured blood pressure in paramedics.
- Geer and Maisel (1972) measured GSR in participants exposed to photographs of dead bodies.
- Lundberg (1976) measured corticosteroids in urine in crowded train conditions.
- Johansson (1978) measured stress levels in a Swedish sawmill.

**8 Some health promotion studies are snapshot because they take only a few hours to do. Often such studies claim they are effective because when leaving the study people say they will change their behaviour. But how does anyone know if they really will change their behaviour?**

**(a) Suggest how you would test the long-term effectiveness of a snapshot study which attempts to stop people from smoking. [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> health promotion snapshot study. [6]**

**Syllabus:**
- **promoting health of a specific problem:** any problem can be chosen (e.g. cycle helmet safety: Dannenberg, 1993; self-examination for breast/testicular cancer; obesity and diet: Tapper et al., 2003; smoking e.g. McVey and Stapleton, 2000)

**Most likely:** Janis and Feshbach (1953) is the most likely using appeals to fear/fear arousal. This was a laboratory experiment. The study by Leventhal (1967) is also relevant. Both studies claim they collected 'effective' data when participants left the experimental situation. Any other appropriate study to be credited.

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## PSYCHOLOGY AND ENVIRONMENT

**9 (a) Explain, in your own words, what is meant by 'shopping mall atmospherics'. [2]**

**Typically:** this is the physical characteristics and surrounding influences of a retail store (or shopping mall) used to attract customers. Kotler (1973) defined shopping mall atmospherics as "the conscious planning of atmospheres to contribute to the buyers' purchasing propensity".

**(b) Describe <u>one</u> study which has investigated shopping mall atmospherics. [4]**

**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).

**Most likely:** Michon et al. (2005) investigated the moderating effects of ambient odours on shoppers' emotions, perceptions of the retail environment, and their perceptions of product quality under various levels of retail density.

**10 (a) Describe what psychologists have learned about natural disaster and technological catastrophe. [8]**

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

- **definitions, characteristics and examples:** natural disaster and technological catastrophe. Real life examples of both.
- **behaviours during events, and methodology:** contagion (Le Bon, 1895); scripts (Schank and Abelson, 1977). Laboratory experiments (e.g. Mintz, 1951), simulations and real life examples.
- **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).

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**(b) "If we can't deceive people into thinking an experiment is a real emergency, what can we do?" Evaluate what psychologists have learned about natural disaster and technological catastrophe, including a discussion of the usefulness of simulations.** **[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 catastrophe, the debate is whether simulations are a useful method.

**11 Dukes and Jorgenson did a study on the effects of crowding on a pro-social behaviour where people helped by returning dirty dishes after a meal. However, returning dirty dishes may not be a valid measure of pro-social behaviour.**

**(a) Suggest how you would conduct a study where the measure of pro-social behaviour is valid.** **[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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**(b) Describe <u>one</u> study on the effects of crowding on pro-social behaviour. [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.

**12 According to Ruback, drivers in the United States leave parking spaces more slowly when someone is waiting to park their car in that space than when no-one is waiting. It is suggested that this is because the driver leaving that space is defending the public territory they have occupied.**

**(a) Suggest how you would investigate car parking 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) Using examples, describe psychological research on defending public territory. [6]**

**Syllabus:**

- **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).

**Most likely:**

- Ruback and Snow (1993): a person drinking at water fountain invaded. Found non-conscious racism: white person invaded by white left quickly. African-Americans stayed longer when invaded by white.
- Ruback et al. (1989) those on phone spent longer on phone when someone else was waiting than in a no-one waiting control.

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## PSYCHOLOGY AND ABNORMALITY

**13 (a) Explain, in your own words, what is meant by 'cognitive-behaviour therapy'. [2]**

**Typically:** cognitive behaviour therapy changes the way a person thinks (the cognitive part) *and* the way a person behaves (the behavioural part).

**(b) Describe cognitive-behaviour therapy for obsessions and compulsions. [4]**

**Syllabus:**

- **treatments for obsessive/compulsive disorder:** drug therapy; cognitive-behaviour therapy; psychoanalytic therapy.

**Expansion:**
**Cognitive behaviour therapy** changes the way a person thinks (the cognitive part) *and* the way a person behaves (the behavioural part). It may focus on how a person responds to a particular situation. This is done not by going back to the *cause* of the problem, but by focusing on the **present symptoms**. It works by looking at how a person **thinks** about an event has affected how he/she **felt** and what he/she **did**. If negative thoughts can be reinterpreted or changed for more positive or realistic **thoughts**, then the person will **feel** better and their **behaviour** will change. All of this should be applied specifically to OCD.

**14 (a) Describe what psychologists have found out about abnormal affect. [8]**

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

- **types, characteristics, examples of and sex differences:** types: depression (unipolar) and mania (bipolar); causes and treatments for manic depression; sex differences in depression.
- **explanations of depression:** biological: genetic and neurochemical; cognitive: Beck's cognitive theory; learned helplessness/attributional style (Seligman, 1979)
- **treatments for depression:** biological: chemical/drugs (MAO, SSRIs); electro-convulsive therapy. Cognitive restructuring (Beck, 1979); rational emotive therapy (Ellis, 1962).

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**(b) "One day everything will be explained using biology." Evaluate what psychologists have found out about abnormal affect and include a discussion about biological 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: biological explanations. This is the belief that abnormal effect has a genetic or neurochemical basis. It may not.

**15 Abnormality has been defined in a number of ways.**

**(a) Describe the 'failure to function adequately' and 'deviation from social norms' explanations of abnormality. [6]**

**Syllabus:**
- **definitions of abnormality:** definitions: deviation from statistical norms, social norms, ideal mental health, failure to function adequately. Problems with defining and diagnosing abnormality.

**Expansion:**
- **failure to function adequately:** a person is considered abnormal if they are unable to cope with the demands of everyday life. In the UK (and other countries) a person will enter the sick role (Parsons) and need permission to be exempt from work from an official source, i.e. a medical practitioner.
- **deviation from social norms:** the norms of a society have expectations of how people should think and how they should behave.

**(b) Suggest how you would gather data to test the 'failure to function adequately' explanation of abnormality. [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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**16 A case study has the advantage of gathering lots of unique data about an individual, but has the disadvantage that the data may not apply to other people.**

**(a) Describe a case study of schizophrenia. [6]**

**Syllabus:**
**types, symptoms and characteristics of schizophrenia:** types (e.g. catatonic, paranoid); characteristics; case studies/examples.

**Expansion:**
Any case study will suffice, whether it be a published one or an anecdotal one.

**(b) Suggest how you would investigate whether the data from one case study applies to other people with schizophrenia. [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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## PSYCHOLOGY AND ORGANISATIONS

**17 (a) Explain, in your own words, what is meant by 'measuring job satisfaction'. [2]**

**Typically:** job satisfaction is how happy a person is with his or her job. Measuring job satisfaction is usually done with some rating scale, such as the JDI.

**(b) Describe <u>one</u> way in which job satisfaction has been measured. [4]**

**Syllabus:**
**measuring job satisfaction:** rating scales and questionnaires: e.g. job description index, Minnesota satisfaction questionnaire. Critical incidents: e.g. critical incidents technique, interviews.

**Most likely:**
- **Job Description Index (JDI).** Smith et al. (1969). This measures five aspects of satisfaction: pay, promotions and promotion opportunities, co-workers, supervision and the work itself. Participants answer either yes, no, or can't decide in response to whether given statements accurately describe their job.
- The **Minnesota Satisfaction Questionnaire (MSQ)**: measures 20 aspects using 100 questions.

**18 (a) Describe what psychologists have learned about organisational work conditions. [8]**

Candidates are likely to include some of the following details from the syllabus:
- **Physical and psychological work conditions:** Physical: illumination, temperature, noise, motion (vibration), pollution, aesthetic factors. Psychological: feelings of privacy or crowding, excessive or absence of social interaction, sense of status or importance/anonymity or unimportance.
- **Temporal conditions of work environments:** shiftwork: rapid rotation theory (e.g. metropolitan rota and continental rota); slow rotation theory. Compressed work weeks and flexitime.
- **Ergonomics:** operator-machine systems: visual and auditory displays, controls. Errors and accidents in operator-machine systems. Reducing errors: theory A and theory B (Reason, 2000).

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**(b) "It might be too bright in here for you, but it is fine for me." Evaluate what psychologists have learned about organisational work conditions 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.

**19 Equal opportunities: where there is no discrimination about age, race, sexual orientation or disability.**

**(a) Suggest how you would conduct an interview for a job that gave an equal opportunity to all applicants. [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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**(b) Describe the selection procedures on which your suggestion is based. [6]**

**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.

**Most likely:**
Any part (or all) of the selection procedure may be included here. This could include a focus on application forms, interviews and decision-making processes.

**20 All your managers have been on a training course to help them avoid making poor decisions. You want to know whether the course will help them make good decisions when back in the workplace.**

**(a) Suggest how you would investigate the long-term effectiveness of this training. [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 what you know about 'training to avoid poor decisions'. [6]**

**Syllabus:**
- **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).

**Most likely:** Candidates could focus on any one of the aspects listed in the specification as above, or they could focus on any other appropriate aspect. What is crucial is that the answer is based on psychological evidence rather than being totally anecdotal. Max 3 marks for answers which are entirely anecdotal.

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