Cambridge International AS & A Level

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PSYCHOLOGY **9698/32**

Paper 3 Specialist Choices **May/June 2016**

MARK SCHEME

Maximum Mark: 80

Published

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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 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 is 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

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Section C: Application question = 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 = 8 marks	
Suggestion is wrong.	0
Suggestion is largely appropriate to the question and is vaguely based on psychological knowledge. Answer is mainly inaccurate, often incoherent and lacks detail. Understanding is lacking. If applicable, methodological knowledge is basic or absent. For methodology question *description* of a study/other authors' work 2 marks max if related to question.	1–2
Suggestion is appropriate to the question and based on psychological knowledge. Answer has some accuracy, some coherent and some detail. Understanding is limited. If applicable, methodological knowledge is adequate. Max mark if no method is suggested (beyond identification).	3–4
Suggestion is appropriate to the question and is based on psychological knowledge. Answer is accurate, largely coherent and detailed. Understanding is good. If applicable, methodological knowledge is good.	5–6
Suggestion is appropriate to the question and is clearly based on psychological knowledge. Answer is accurate, is coherence and has appropriate detail. Terminology is used appropriately. Understanding is very good. Methodological knowledge is very good.	7–8

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Psychology and Education

Section A

1 (a) Explain, in your own words, what is meant by a 'preventive strategy' for disruptive behaviour. [2]

Typically: this is a strategy designed to stop a behaviour before it happens. Different from this is 'corrective' where a teacher would respond retroactively to stop a behaviour from happening again.

Marks: 1 mark basic/partial; 2 marks for detail/elaboration.

(b) Describe <u>one</u> *corrective* behaviour modification technique. [4]

Syllabus:

- **corrective and preventive strategies**. 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).

Most likely:

- **positive reinforcement and negative reinforcement** (giving something pleasant and removing something unpleasant). Bijou and Sturges (1959) classify extrinsic reinforcers into five categories: consumables, manipulatables, visual and auditory stimuli, social stimuli and tokens. O'Leary and Becker (1967) used tokens to eliminate deviant responses with much success. Premack (1965) outlines the 'Premack Principle' where children behaving appropriately engage in a reinforcing activity – one that the child enjoys.

- **positive punishment and negative punishment** (giving something unpleasant and removing something pleasant). Can be (1) presentation of unpleasant consequences such as facial gestures, reprimands, detention, time-out, physical punishment, etc. (2) removal of pleasant consequences. For example Bratner and Doherty (1983) distinguish three types of time out: isolation, exclusion and non-exclusion.

Marks: up to 4 marks for description determined by quality of answer.

Section B

2 (a) Describe what psychologists have learned about intelligence. [8]

Candidates are likely to include some of the following details from the 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.
- **theories of intelligence**: Factor-analytic approach (Cattell, 1971); multiple intelligences (Gardner, 1983); triarchic theory (Sternberg, 1988).
- **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.

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(b) Evaluate what psychologists have learned about intelligence and include a discussion about predictive validity. [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: **predictive validity**: this is the degree to which any measure can predict future events. More generally it is a sub-type of **criterion validity,** which is a measure of how well one variable or set of variables predicts an outcome based on information from other variables. A simple example is predicting A level grades based on GCSE scores.

Section C

3 Kolb (1976) suggests a person prefers to learn using one of four learning styles. Perhaps this preferred learning style is used only for A Levels or maybe it continues throughout life.

(a) Suggest how you would use a longitudinal study to investigate whether a person's preferred learning style changes over time. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: The named method is a **longitudinal study** and so an appropriate method is needed to gather longitudinal data. The answer should include the essential features of that method. Marks awarded for methodological knowledge and how methodology is applied to this topic area.

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(b) Describe Kolb's learning styles. [6]

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:

- **Kolb** (1976) outlined **Learning Styles Inventory** LSI-1 (the latest is LSI 3.1, 2005) a 'learning cycle' made up of four elements: concrete experience 'feeling' (CE), observation and reflection 'watching' (RO), abstract concept formation 'thinking' (AC) and active experimentation 'doing' (AE). The Learning Styles Inventory determines four learning styles: Diverging (CE/RO) feeling and watching; Assimilating (AC/RO) watching and thinking; Converging (AC/AE) doing and thinking; Accommodating (CE/AE) doing and feeling.

Marks: up to 6 marks for description determined by quality of answer.

4 You have devised a new technique, the CAT (Change in Attribution Technique), which will allow people to change their negative attributions. You decide to see if the CAT works.

(a) Suggest how <u>you</u> would test the effectiveness of your new technique. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: Learned helplessness is a disruption in motivation, affect, and learning following exposure to uncontrollable outcomes. Logically the candidate will chose an experiment putting people with the CAT into one group and people without into another. The change in attribution can then be measured. A post-technique questionnaire could also be used.

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(b) Describe <u>one</u> explanation of learned helplessness. [6]

Syllabus:

- motivation issues: attribution theory and learned helplessness Attributing causes to behaviours (Weiner, 1984); learned helplessness (Dweck et al., 1978); changing attributions (e.g. Charms, 1972).

Most likely:

- The work of Seligman and Meier's (1975) 'dog experiment' may be mentioned. This is an explanation and so should be credited even though it is not human or education.
- Dweck (1978) distinguishes between those children who have a mastery orientation (a growth mindset) and those who have a fixed mindset. A mastery orientation leads to increased motivation in the face of failure and such children view failure as a challenge and as a learning opportunity, not as a negative of their ability. On the other hand there are those who experience negative feelings, including anxiety, and a helpless pattern to failure leading them to give up.
- Another explanation is that learned helplessness is caused by the feedback given by a teacher about work and the subsequent attribution a child makes about it.

Marks: up to 6 marks for description determined by quality of answer.

Psychology and Health

Section A

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

Typically: a repeat prescription is acquiring more medicine/drug/etc. that a medical practitioner has told the patient to take. If the patient does not adhere then the repeat prescription will not be ordered, or if it is, not collected.

Marks: 1 mark basic/partial; 2 marks for detail/elaboration.

(b) Describe <u>one</u> study which has measured non-adherence to medical requests using repeat prescriptions. [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:

- **Sherman et al.** (2000) checked adherence to medical requests by telephoning the patient's pharmacy to determine whether a patient had asked for and collected a repeat prescription. They found that the pharmacy information was 91% accurate.

Marks: up to 4 marks for description determined by quality of answer.

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Section B

6 (a) Describe what psychologists have found out about the patient-practitioner relationship. [8]

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

- **practitioner and patient interpersonal skills** Non-verbal communications (e.g. McKinstry and Wang); Verbal communications (e.g. McKinlay, 1975; Ley, 1988).
- **patient and practitioner diagnosis and style** Practitioner style: doctor and patient centred (Byrne and Long, 1976; Savage and Armstrong, 1990). Practitioner diagnosis: type I and type II errors. Disclosure of information (e.g. Robinson and West, 1992).
- **mis-using health services** Delay in seeking treatment (e.g. Safer, 1979). Misuse: hypochondriasis (e.g. Barlow and Durand, 1995), Munchausen syndrome (e.g. Aleem and Ajarim, 1995).

(b) Evaluate what psychologists have found out about the patient-practitioner relationship 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.

People differ in so many ways, so the extent to which any findings can be generalised could also be considered.

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Section C

7 Your hospital manager wants to use a new psychometric measure of pain he has devised. As a psychologist you know that any measure must be both reliable and valid.

(a) Suggest how <u>you</u> would test whether the proposed measure of pain is both reliable and valid. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: the reliability of the proposed measure can be tested in exactly the same way as any other questionnaire. This can be test-retest or split half. The validity of the proposed measure can be tested in the same way as the validity as any other questionnaire: concurrent validity, criterion validity or predictive validity.

(b) Describe <u>one</u> psychometric measure of pain, such as the McGill Pain Questionnaire (MPQ). [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).

Most likely:

- The MPQ is a psychometric measure requiring patients with chronic pain to answer questions and mark on drawings. It has 4 parts: 1: 'Where is your pain?' Patients mark on a drawing where their pain is; 2: 'What does your pain feel like?' Patients use words in 20 categories. 3: 'How does your pain change with time?' Is the pain is continuous, rhythmic or brief, for example. 4: 'How strong is your pain?' This is a visual analogue scale using 6 questions with 5 words.

Marks: up to 6 marks for description determined by quality of answer.

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8 Much research is done using brain scanners to find out which parts of the brain are responsible for particular functions (as in the core study by Maguire et al. on taxi drivers).

(a) Suggest how <u>you</u> would conduct a study using a brain scanner to determine the areas of the brain associated with stress. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: Candidates are free to choose any method. The choice of method should be appropriate and the answer should include the essential features of that method. Marks awarded for methodological knowledge and how methodology is applied to this topic area.

(b) Describe <u>one</u> study which has measured stress physiologically and <u>one</u> study which has measured stress psychologically. [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).

Most likely:

- Sphygmomanometer: **Goldstein et al**. (1992) Paramedics blood pressure is higher during ambulance runs/at the hospital, compared to other work situations or when at home.
- GSR (galvanic skin response): **Geer and Maisel** (1972) showed two groups slides of aversive photographs of dead bodies. The results revealed that the group without control found viewing the picture more stressful than the group with control. Data was gathered through galvanic skin response, measuring levels of autonomic arousal.
- Sample test: **Johansson** (1978) compared 'finishers', with a group of cleaners. Levels of stress were measured in two ways: absenteeism and by analysis of urine sample. Compared to the cleaners, the finishers excreted far more 'stress' hormones and their level of absenteeism was much higher.
- **Holmes and Rahe** (1967) devised the **SRRS** to measure life events. At the top of the list (rank 1 with a mean value of 100) is 'death of spouse'; at the bottom of the list (rank 43 and a mean value of 11) is 'minor violations of the law'. Points are added to give a total score.
- **Lazarus et al.** (1981) devised the **hassles and uplifts scale** to record daily hassles.
- **Friedman and Rosenman** (1974), devised the '**type A personality questionnaire**' to assess people who are aggressive, assertive, competitive and time conscious. There are various formats some requiring yes/no answers and others scoring on a 1–4 scale.

Marks: 3 marks for each study determined by quality of answer.

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Psychology and Environment

Section A

9 (a) Explain, in your own words, what is meant by the term 'coping with the effects of crowding'. [2]

Typically: this is different from preventing (not allowing to start) and is using strategies to reduce the effects (e.g. of stress and discomfort) when in a place where there is the perception of restrictedness.

Marks: 1 mark basic/partial; 2 marks for detail/elaboration.

(b) Describe <u>one</u> study showing how people can be helped to cope with the effects of crowding. [4]

Syllabus:

- **preventing and coping with effects of crowding.** Preventing: modify architecture; visual escape (e.g. Baum et al., 1976) and other aspects. Coping: (e.g. Langer and Saegert, 1977; Karlin et al., 1979).

Most likely:

- **Langer and Saegert** (1975) suggest coping by increasing cognitive control. They found telling people what to expect led to a more positive emotional experience than participants who were provided with no information.
- **Karlin et al**. (1979) trained people in various relaxation techniques and found that those in the cognitive reappraisal group reported less stressful experiences than those in the other groups.

Section B

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 (LeBon, 1895); scripts (Shank 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) Evaluate what psychologists have learned about natural disaster and technological catastrophe, including a discussion about the ethics of conducting studies which people think are real. [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: **ethics**. Code of conduct determined by the BPS in the UK, APA (USA) or in any other country. The ethics of having people believe a simulation or study is real can cause psychological harm, and/or physical injury. People are also deceived, give no consent or can't withdraw.

Section C

11 Noise may have negative effects on the ability of children to learn.

(a) Suggest how you would conduct a field experiment to investigate whether transportation noise has a negative effect on the educational performance of children. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: The named method is a field experiment, so inclusion where the experiment is to be conducted, IV and DV, controls, and design, task to be completed and sample for example are essential features. NB not all these features are needed for a max mark.

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(b) Describe <u>one</u> study which has investigated the negative effects of noise on the performance of children. [6]

Syllabus:

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

- **Bronzaft** (1981) found that noisy elevated subway trains were affecting the reading abilities of children at a local school. When sound-proofing and rubber tracks were installed, reading ages improved.
- **Haines et al.** (2002) and in similar studies of airport noise by Evans et al. (1993) and Evans and Maxwell (1997) it was found that children attending schools near airports suffered from lower memory and reading performance; were easily distracted and less motivated; had learned helplessness and (although not performance) had higher blood pressure when compared to children not near airports.

Marks: up to 6 marks for description determined by quality of answer.

12 Cognitive maps have been investigated in both humans and animals.

(a) Suggest how <u>you</u> would use virtual reality to investigate whether humans or animals have the most effective cognitive maps. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: The named method is an **experiment**, so inclusion of type of experiment (and specifically use virtual reality), IV and DV, controls, and design, task to be completed and sample for example are essential features. **NB** not all these features are needed for a max mark. Awareness of the use of both human and animal participants in research is needed.

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(b) Describe <u>one</u> human and <u>one</u> animal study that have investigated cognitive maps. [6]

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).

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.
- **Lynch** (1960) identified 5 common features of sketch maps.
- Various studies have found errors and individual differences (e.g. Appleyard, 1976 and Holding, 1992)
- Studies on way-finding are also relevant. Studies by Maguire (1997) – the core study and by Janzen et al. (2001).

Marks: 3 marks for one human study and 3 marks for one animal study.

Psychology and Abnormality

Section A

13 (a) Explain, in your own words, what is meant by the term 'types of abnormal affect'. [2]

Typically: A type is a number of 'things' which have common traits or characteristics that distinguish them as belonging to the same group or class. Abnormal affect is a mood disorder that can be organised into different types. Needs both aspects for 2 marks.

Marks: 1 mark for either 'type' or 'abnormal affect'; 2 marks for mention of both.

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(b) Briefly describe <u>two</u> types of abnormal affect. [4]

Syllabus:

- **types, characteristics, examples and sex differences:** Types: depression (unipolar) and mania (bipolar); causes and treatments for manic depression; sex differences in depression.

Most likely:

- **mania** – person displays spontaneity, activity, has outbursts of exuberance, has heightened good humour and is talkative and entertaining. They are often full of good ideas, plans and have grand visions. They are full of energy; appear to be physically inexhaustible.
- **depression (unipolar)**: person is extremely despondent, melancholic and self-deprecating. They may be physically lethargic; struggle to think out simple problems. They believe they are utterly worthless and have hopeless guilt.
- **bipolar** – manic-depressive
- **seasonal affective disorder**: summer and winter versions also may be mentioned (and credited).

Marks: 2 marks for each type: 1 mark basic and 1 plus mark for elaboration/example.

Section B

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

Candidates are likely to include some of the following details from the 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).

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(b) Evaluate what psychologists have found out about phobias and include a discussion about the usefulness of case studies. [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: **Case studies**. A case study may give 'rich' data allowing rare or unique behaviour to be studied. However, generalising from one unique person (who may be abnormal) may be problematic.

Section C

15 Griffiths suggests that people can be addicted to anything, including the internet or cell (mobile) telephones, if they possess typical characteristics of addiction.

(a) Describe the characteristics of addiction. [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.

Marks: Listing all six characteristics carries 3 marks maximum because the question asks for a description and not a list/identification.

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(b) Suggest how <u>you</u> would investigate whether a person is addicted to using the internet. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: Candidates are free to choose any method. The choice of method should be appropriate and the answer should include the essential features of that method. Marks awarded for methodological knowledge and how methodology is applied to this topic area. Logically this would be an experiment, but a questionnaire could also be used. Observation is another option.

16 According to psychologists there are many definitions of abnormality, but these may be different from how the general public define abnormality.

(a) Describe <u>two</u> psychological definitions 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.

Most likely:
- **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.
- **Deviation from statistical norms**
- **Deviation from ideal mental health**

Marks: 3 marks for each definition determined by quality of answer.

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(b) Suggest how <u>you</u> would use a questionnaire to investigate how the general public define abnormality. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: The named method is a **questionnaire** so candidates are expected to show knowledge of questionnaire type/design (e.g. open or closed), examples of questions (that clearly relate to ethics and personal space), any rating scale that may be used, possibly where the questionnaire will be conducted, on whom, and how the answers will be scored.

NB not all these features are needed for a max mark.

Psychology and Organisations

Section A

17 (a) Explain, in your own words, what is meant by the term 'sabotage'. [2]

Typically: **industrial sabotage** is 'that rule-breaking which takes the form of conscious action or inaction directed towards the mutilation or destruction of the work environment' **Taylor and Walton** (1971). It can be an attempt to assert control; an attempt to ease the work process or a spontaneous response to frustration.

Marks: 1 mark basic/partial; 2 marks for detail/elaboration.

(b) Describe <u>one</u> theory of job satisfaction/dissatisfaction, such as that by Herzberg. [4]

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:

- Herzberg's **two factor theory** (1966): Job satisfaction and job dissatisfaction are two separate factors. Motivators = responsibility, achievement, recognition, etc. = job satisfaction. Hygienes = supervision, salary, conditions, etc. = job dissatisfaction.

Marks: up to 4 marks determined by quality of answer.

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Section B

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

Candidates are likely to include some of the following details from the 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 and 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 and 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).

(b) Evaluate what psychologists have learned about group behaviour in organisations, including a discussion 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. For this question to what extent is our behaviour in groups influenced by the situation?

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Section C

19 Different types of interview can be used when selecting a person for a job.

(a) Suggest how <u>you</u> would use a self report to find out what type of interview applicants prefer. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: The named method is an **interview** is required so candidates should show some knowledge of types of interview techniques (e.g. face-to-face; telephone). Fixed questions could be asked (structured interview) or it could be open-ended to gain additional information.

(b) Describe <u>two</u> different ways (selection procedures/applications) through which people can apply for work. [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:
- **application form** which could be: (a) standard, (b) weighted, or (c) a Biographical Information Blank.
- A **curriculum vitae** (CV) and letter of application may also be used.

Marks: 3 marks for each way determined by quality of answer.

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20 As the manager, you want to reward your workers and to increase production. You decide to investigate which type of reward system makes your workers both happier and work harder.

(a) Suggest how <u>you</u> would investigate which type of reward system makes workers both happier and more productive. [8]

General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not description that is being assessed, but an individual suggestion. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

Specific: Candidates are free to choose any method. The choice of method should be appropriate and the answer should include the essential features of that method. Marks awarded for methodological knowledge and how methodology is applied to this topic area.

(b) Describe <u>two</u> non-monetary rewards which may also motivate your workers. [6]

Syllabus:
- **Motivators at work: Intrinsic and extrinsic motivation**. Types of rewards systems: e.g. pay, bonuses, profit sharing. Performance-related pay. Non-monetary rewards: praise, respect, recognition, empowerment and a sense of belonging. Career structure and promotion prospects.

Most likely:
- **Intrinsic motivators:** an internal desire to perform a particular task because it gives pleasure or develops a particular skill. Praise, respect, recognition, empowerment are included here.
- **Extrinsic rewards** not included in this answer: pay. Included: promotion.

Marks: 3 marks for each non-monetary reward. 1 mark for identification and 2 further marks for elaboration/example.a

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