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PSYCHOLOGY **9698/32**

Paper 3 Specialist Choices **May/June 2017**

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 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

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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 coherent, and has appropriate detail. Terminology is used appropriately. Understanding is very good. Methodological knowledge is very good.	7–8

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. Note: 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. Note: If the issue stated in the question is **not** addressed, maximum 6 marks. Note: 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

PSYCHOLOGY AND EDUCATION

Question	Answer	Marks
	Section A: Short answer question: (a) = 2 marks	
1(a)	**Explain, in your own words, what is meant by a 'theory of intelligence'.**	**2**
	Typically: A theory is a supposition or a system of ideas intended to explain something; an unproven idea or speculation. As there is not a single definition of intelligence, Burt: "Innate general cognitive ability"; Wechsler "The aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment". Sternberg "mental activity directed toward purposive adaptation to, selection and shaping of, real-world environments relevant to one's life." **Marks**: 1 mark basic; 2 marks for more than a simple statement; example or elaboration (such as explanation of the term 'theory').	
	Section A: Short answer question: (b) = 4 marks	
1(b)	**Describe the triarchic theory of intelligence.**	**4**
	Syllabus: • theories of intelligence: Factor-analytic approach (Cattell, 1971); multiple intelligences (Gardner, 1983); triarchic theory (Sternberg, 1988) **Most likely:** • Sternberg (1988) believes that intelligence is mental activity in real-world environments. People 'succeed' in life when they use mental skills to adapt to, select, and shape external environments. He proposed a Triarchic Theory comprises three types: Analytical (componential) intelligence; Practical (contextual) intelligence; Creative (experiential) intelligence. From these three types, Sternberg identified seven types: the analyser; the creator; the practitioner; the analytical creator; the analytical practitioner; the creative practitioner and the consummate balancer.	

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Question	Answer	Marks
	Section B: Essay question: (a) = 8 marks	
2(a)	**Describe what psychologists have found out about motivation and educational performance.**	**8**
	Candidates are likely to include some of the following details from the 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). • improving motivation. Behavioural: effective praise (e.g. Brophy, 1981); cognitive: McClelland (1953) need for achievement and need to avoid failure; cognitive-behavioural: self efficacy (Bandura, 1977). • 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).	
	Section B: Essay question: (b) = 12 marks	
2(b)	**Evaluate what psychologists have found out about motivation and educational performance and include a debate about behavioural explanations of motivation.**	**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: **behavioural explanations**. This approach looks at how positive reinforcement, negative reinforcement, positive punishment and negative punishment determine whether a person is motivated to repeat an action or whether the action becomes diminished or extinct. Comparisons and contrasts can be made with alternative theories.	

Question	Answer	Marks
	Section C: Application question (a) = 8 marks	
3	**Supporters of the humanistic approach believe an open classroom helps learning but those supporting other approaches disagree.**	
3(a)	**Suggest how <u>you</u> would design and conduct a questionnaire study to investigate pupils' attitudes towards open classrooms.**	**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**: Perhaps two different types of classroom could be investigated (but not necessarily) but a questionnaire must be used to gather data about attitudes. This would logically be done using a structured questionnaire with quantitative data so a comparison can be made. Typical features of **questionnaires**: type, setting, example questions. Scoring/rating scale, analysis of responses.	
	Section C: Application question (b) = 6 marks	
3(b)	**Outline the main features of the humanistic approach to education.**	**6**
	Syllabus: • humanistic applications to learning underlying theory (Rogers, 1951); applications such as co-operative learning, learning circles and the open classroom. Summerhill School **Expansion:** For the humanistic approach (e.g. Rogers, 1951) every individual is the centre of a continually changing world of experience. Four features are at the heart: affect (emphasis on thinking and feeling, not just information acquisition); self concept (children to be positive about themselves); communication (attention to positive human relationships) and personal values (recognition and development of positive values). • Maslow (1970) advocates student-centred teaching where teachers are learning facilitators rather than didactic instructors. • Dennison (1969) advocates the open classroom. • Dunn and Griggs (1988) propose that each child has a personal and unique learning style and so traditional education should change radically providing a 'staggering range of options'.	

Question	Answer	Marks
	Section C: Application question (a) = 8 marks	
4	**SPELT is a study skills strategy for effective learning and thinking. Mrs Waljee, a teacher, thinks her own strategies for learning and thinking will achieve better examination results.**	
4(a)	**Suggest how <u>you</u> would investigate which strategy is better using a field experiment with a class of psychology students.**	**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 must use a field experiment, so inclusion of the setting, IV (e.g. SPELT v own) and DV (e.g. exam results), controls, and design are essential features.	
	Section C: Application question (b) = 6 marks	
4(b)	**Describe <u>two</u> *other* study skills that could improve learning effectiveness.**	**6**
	Syllabus: improving learning effectiveness (study skills) the 4-mat system (McCarthy, 1990); PQRST method: learning from textbooks; Strategies for effective learning and thinking (SPELT) Mulcahy et al. (1986) Expansion: McCarthy's (1990) 4-MAT system. Includes: motivation, concept development, practice and application. This is teacher-based who matches teaching styles with learning styles. PQRST: preview, question, read, self-recitation, test. Intended to improve ability to study and remember material in a textbook. **Marks**: Candidates score no marks for writing about Mulcahy's SPELT. Marks for two others is split 3 and 3. *Legitimate* learning strategies other than the two above are to receive credit up to 3 marks max for each.	

PSYCHOLOGY AND HEALTH

Question	Answer	Marks
	Section A: Short answer question: (a) = 2 marks	
5(a)	**Explain, in your own words, what is meant by 'delay in seeking treatment' from a health practitioner.**	**2**
	Typically: a simple statement scores 1 mark; expansion, i.e. evidence of psychological knowledge (such as reference to the study by Safer) or clear understanding, scores 1 additional mark.	
	Section A: Short answer question: (b) = 4 marks	
5(b)	**Describe <u>two</u> reasons why people may delay seeking medical treatment.**	**4**
	Syllabus: misusing 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). **Most likely:** • Appraisal delay: people deny symptoms, assume 'it will go away; it is nothing'. • Illness delay: when a person accepts that they are ill, they may only seek advice/treatment if they think it will help them to recover. • Utilisation delay: people may decide not to take medicine for various reasons (such rational non-adherence, etc.). **Marks**: 1 mark for identification and 1 mark for description/elaboration x2	

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Question	Answer	Marks
	Section B: Essay question: (a) = 8 marks	
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). **NOTE:** Health and safety is defined above and answers that focus on health promotion, a different syllabus section, cannot be credited.	
	Section B: Essay question: (b) = 12 marks	
6(b)	**Evaluate what psychologists have learned about health and safety and include a discussion about theory A and theory B 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: **Theory A/Theory B:** whether the cause of an accident is due to the person (A) or whether it is due to the system (B). Sometimes the cause is clear, but sometimes accidents happen when there is an interaction between the two.	

Question	Answer	Marks
	Section C: Application question (a) = 8 marks	
7	**Some people do not adhere to medical advice because they think it is irrational to do so or because they change the treatment to fit with their lifestyle.**	
7(a)	**Suggest how <u>you</u> would design and conduct a questionnaire study to investigate the different ways in which people customise treatment.**	**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 design (e.g. open or closed), examples of questions (that clearly relate to customising treatment), and how the answers will be scored.	
	Section C: Application question (b) = 6 marks	
7(b)	**Describe <u>two</u> studies that have investigated why people might not adhere to medical advice.**	**6**
	Syllabus: types of non-adherence and reasons why patients don't adhere. Types and extent of non-adherence. Rational non-adherence (e.g. Bulpitt, 1988); customising treatment (e.g. Johnson and Bytheway, 2000) **Most likely:** • Rational non-adherence: The patient is making a rational decision not to comply. Bulpitt (1988) found that medication improved hypertension by reducing the symptoms of depression and headache. However it had side effects of increased sexual problems, so some men decided this was not a price worth paying and made a rational decision not to take the medication. • Customising treatment: Johnson and Bytheway (2000) found people took medicine to fit in with lifestyle and this often meant that more or less medication was taken. **Marks**: up to 3 marks for each determined by quality of description.	

Question	Answer	Marks
	Section C: Application question (a) = 8 marks	
8	**My job is stressful, I have too many different things to do! My friend's job is also stressful, they have too little variety.**	
8(a)	**Suggest how <u>you</u> would investigate how much stress is caused by a simple, repetitive job compared with a difficult, varied job.**	**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 a method and then to suggest how they would investigate the different job types. Logically a questionnaire could be used, or an observation. Marks awarded for methodological knowledge and how the methodology is applied to this topic area.	
	Section C: Application question (b) = 6 marks	
8(b)	**Describe <u>one</u> study which has looked at work stress.**	**6**
	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). **Most likely: (any other appropriate example to receive credit):** Johansson et al. (1978) looked at work stress in a Swedish saw mill where 'finishers', workers who finish off the wood at the last stage of processing timber, were compared with a group of cleaners. The work of the finishers was machine-paced, very repetitive and they were isolated from other workers. In contrast the work of the cleaners was more varied, self-paced, and allowed more time to socialise with other workers. Levels of stress were measured in two main ways: absenteeism through stress-related illness and levels of stress-related hormones recorded by analysis of urine sample. Compared to the cleaners, the finishers excreted far more 'stress' hormones and their level of absenteeism was much higher.	

PSYCHOLOGY AND ENVIRONMENT

Question	Answer	Marks
	Section A: Short answer question: (a) = 2 marks	
9(a)	**Explain, in your own words, what is meant by the term 'spatial density'.**	**2**
	Typically: density is physical and can be social or spatial. Social density is the number of people in a given space. Spatial density is the actual room/space size. **Marks:** Social density cannot be credited. 1 mark for basic answer and 1 mark for elaboration/example of spatial.	
	Section A: Short answer question: (b) = 4 marks	
9(b)	**Using examples, describe the difference between density and crowding.**	**4**
	Syllabus: • definitions, measurements and animal studies. Social and spatial density; crowding. Animal studies (e.g. lemmings: Dubos, 1965; deer: Christian, 1960; rats: Calhoun, 1962). **Most likely**: Density is physical and can be social or spatial. Social density is the number of people in a given space. Spatial density is the actual room/space size. Crowding is psychological and is continual exposure to high levels of unwanted interaction" (Baum and Valins (1977). **Marks:** 2 marks for density and 2 marks for crowding; 1 mark basic, 1 additional for elaboration and/or example. NOTE: candidates often confuse 'crowds/collective behaviour' with 'crowding'. 'Crowds' cannot be credited.	

Question	Answer	Marks
	Section B: Essay question: (a) = 8 marks	
10(a)	**Describe what psychologists have discovered about architecture and behaviour.**	**8**
	Candidates are likely to include some of the following details from the syllabus: • theories and effects of urban living on health and social behaviour. Theories: adaptation level, behaviour constraint, environmental stress and overload. Effects on health (e.g. Soderberg et al., 1994) and social behaviour (e.g. Amato, 1983). • urban renewal and housing design. Renewal and building design: (e.g. Pruitt-Igoe, 1954–1972); Newman (e.g. Clason Point and Five Oaks, 1994). • 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).	
	Section B: Essay question: (b) = 12 marks	
10(b)	**Evaluate what psychologists have discovered about architecture and behaviour and include a discussion about determinism.**	**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: **determinism:** this the extent to which something (in this case architecture) causes people to behave in certain ways. Examples can include Pruitt-Igoe contrasted with Newman's Clason point, for example.	

Question	Answer	Marks
	Section C: Application question (a) = 8 marks	
11	**An aircraft designer is testing a new engine which he says makes less noise than the old one. He wants your help in gathering data from the residents living near the airport.**	
11(a)	**Suggest how <u>you</u> would design and conduct a questionnaire study to determine residents' perceptions of noise from the new engine, compared with the old engine.**	**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 design (e.g. open or closed), examples of questions (that clearly relates to noise), and how the answers will be scored. Typical features of **questionnaires**: type, setting, example questions. Scoring/rating scale, analysis of responses.	
	Section C: Application question (b) = 6 marks	
11(b)	**Define noise and describe factors that make noise annoying.**	**6**
	Syllabus: • definitions and sources: Definitions of noise (e.g. Kryter, 1970); transportation noise and occupational noise. Factors that make noise annoying. **Most likely**: • a simple definition is that noise is unwanted sound. • Kryter (1970) suggests: volume, unpredictability and a lack of perceived control. • Borsky (1969) suggests: if noise perceived as unnecessary; if those causing noise appear unconcerned about the welfare of those exposed to it; if person hearing noise associates it with fear; if noise is yet another environmental stressor in addition to others. **Marks:** 1 mark for basic definition of noise; further 1–5 marks for any expansion determined by quality of answer.	

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
12	**People who have survived a traumatic event can experience symptoms of post-traumatic stress disorder (PTSD) but do not know that they have PTSD.**	
12(a)	**Suggest how <u>you</u> would design and conduct a case study to determine whether a person has PTSD.**	**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 must use outline the features of a case study which can involve a number of different methodologies. It can include the use of both qualitative and quantitative data and it can involve interviews too.	
Section C: Application question (b) = 6 marks		
12(b)	**Describe <u>two</u> real life examples of natural disasters and/or technological catastrophes.**	**6**
	Syllabus: definitions, characteristics and examples: Natural disaster and technological catastrophe. Real life examples of both. **Most likely**: Description of any appropriate event, or a 'published' event. For example, earthquakes, hurricanes, flooding, avalanche, fire. Aeroplane crashes, sinking ships, etc. **Marks**: Anecdotal events cannot be credited.	

PSYCHOLOGY AND ABNORMALITY

Question	Answer	Marks
	Section A: Short answer question: (a) = 2 marks	
13(a)	**Explain, in your own words, what is meant by the term 'bipolar abnormal affect'.**	**2**
	Typically: bipolar (not unipolar) considers both extremes of abnormal affect i.e. mania and depression. Mania: person displays spontaneity, activity, has outbursts of exuberance, has heightened good humour and 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: 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. **Marks**: 1 for basic, or for one side only; 1 mark for elaboration/example.	
	Section A: Short answer question: (b) = 4 marks	
13(b)	**Describe <u>two</u> explanations of depression.**	**1**
	Syllabus: • explanations of depression: Biological: genetic and neurochemical; cognitive: Beck's cognitive theory; learned helplessness/attributional style (Seligman, 1979) **Most likely**: Genetic: the closer the genetic relationship to a person with depression, the more likely people are to have depression. Oruc et al. (1998) found close relatives of people diagnosed with depression are significantly more likely to be diagnosed with depression than those who are less close. Biochemical: Schildkraut (1965) published the catecholamine hypothesis of affective disorders where the chemical imbalance hypothesis for mental health disorders, especially for depression was outlined. Cognitive: Beck: self-blame and ineptness schema lead to negative automatic thoughts (NATs) about the self, the world and the future (negative cognitive triad). Learned helplessness: Seligman (1979) suggested that if a person makes an internal attribution (they are the cause) and if they believe that this is stable and global (the cause is consistent and this applies everywhere) then they may feel helpless and may experience depression. **Marks**: 1 for basic; 1 mark for elaboration/example x2.	

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Question	Answer	Marks
	Section B: Essay question: (a) = 8 marks	
14(a)	**Describe what psychologists have found out about obsessions and compulsions.**	**8**
	Candidates are likely to include some of the following details from the syllabus: • definitions, measures and examples of obsessions and compulsions. Defining obsessions and compulsions; case studies/examples (e.g. 'Charles' by Rapoport, 1989); measures, e.g. Maudsley obsessive-compulsive inventory. • explanations of obsessive/compulsive disorder. Biomedical; cognitive-behavioural; psychodynamic. • treatments for obsessive/compulsive disorder. Drug therapy; cognitive-behavioural therapy; psychoanalytic therapy.	
	Section B: Essay question: (b) = 12 marks	
14(b)	**Evaluate what psychologists have found out about obsessions and compulsions and include a discussion about the use of psychometric tests in the assessment of obsessions and compulsions.**	**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: **psychometric tests**: psychometic tests are commonly used to assess OCD (e.g. Maudsley O-C Inventory). Candidates can discuss the use of this specific test or they could extend the discussion more widely to consider the usefulness of psychometric tests in comparison to alternatives such as case studies.	

Question	Answer	Marks
Section C: Application question (a) = 6 marks		
15	**I cut my finger and instead of my friend helping me, she fainted!**	
15(a)	**Describe how Ost et al. (1989) used applied tension to treat blood phobia.**	**6**
	Syllabus: • Treating phobias: Systematic desensitisation (Wolpe, 1958); flooding; applied tension (Ost et al., 1989); cognitive-behaviour therapy (Ost and Westling, 1995) **Most likely**: • At the sight of blood, blood pressure drops sharply, often leading the person to faint (pass out). The way to counter the drop in blood pressure is to raise blood pressure. Ost et al. (1989) call the technique of raising blood pressure applied tension. It involves tensing the muscles in the arms, legs and body for about 10–15 seconds, relaxing for 20–30 seconds and then repeating both these five times.	
Section C: Application question (b) = 8 marks		
15(b)	**Suggest how you would test the long-term effectiveness of this treatment.**	**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**: No specific method is named, so candidates are free to choose.	

Question	Answer	Marks
	Section C: Application question (a) = 8 marks	
16	**There are different treatments of abnormality and the general public might know more about some than others.**	
16(a)	**Suggest how <u>you</u> could design and conduct a questionnaire study to find out what the general public knows about cognitive-behavioural therapy (CBT).**	**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 design (e.g. open or closed), examples of questions (that clearly relate to cognitive-behaviour therapy), and how the answers will be scored.	
	Section C: Application question (b) = 6 marks	
16(b)	**Describe cognitive-behavioural therapy (CBT).**	**6**
	Syllabus: • treatments of abnormality: Treatments derived from models: biological/medical; psychoanalytic psychotherapy; cognitive-behavioural. Effectiveness and appropriateness of treatments. **Most likely:** Cognitive therapy is based on the principle that certain ways of thinking can trigger, or 'fuel', certain health problems. The aim is to change ways of thinking to avoid these ideas. Behaviour therapy aims to change any behaviours that are harmful or not helpful. CBT is a mixture of cognitive and behaviour therapies combined because behaviour often reflects thoughts about certain things or situations.	

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PSYCHOLOGY AND ORGANISATIONS

Question	Answer	Marks
	Section A: Short answer question: (a) = 2 marks	
17(a)	**Explain, in your own words, what is meant by the term 'personnel selection procedures'.**	**2**
	Typically: the process of selecting a person for a job. This is likely to include recruitment, screening and selection. **Marks**: 1 mark for basic statement and 1 mark for expansion (such as description of one aspect of the procedure).	
	Section A: Short answer question: (b) = 4 marks	
17(b)	**Describe how psychometric tests are used in personnel selection.**	**4**
	Syllabus: • Selection of people for work: Selection procedures: applications (e.g. weighted application blanks and biographical inventories i.e. a curriculum vitae). Selection interviews: structured and unstructured. Personal selection decision making. Use of psychometric tests. **Most likely (any other appropriate technique to be credited)**: • Psychometric tests can be used to assess: cognitive ability, mechanical ability, motor/sensory ability, job skills/knowledge, personality such as MMPI, tests specific to job/organisation, IQ test is also acceptable. **Marks**: 1 mark for identification of test; further marks for expansion (e.g. example).	

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Question	Answer	Marks
	Section B: Essay question: (a) = 8 marks	
18(a)	**Describe what psychologists have learned about motivation to work.**	**8**
	Candidates are likely to include some of the following details from the syllabus: • Need theories of motivation: Need theories: Needs-hierarchy (Maslow, 1970), ERG theory (Aldefer, 1972), achievement motivation (McClelland, (1965). • Motivation and goal-setting: Theories: goal setting theory (Latham and Locke, 1984), setting effective goals. Cognitive/rational theories: VIE (expectancy) theory (Vroom, 1964). Managerial applications of expectancy theory. • 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.	
	Section B: Essay question: (a) = 12 marks	
18(b)	**Evaluate what psychologists have learned about motivation to work and include a discussion about 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 (e.g. intrinsic motivation). A situational explanation will look at the wider context – the social group; the physical environment (e.g. extrinsic motivation).	

Question	Answer	Marks
	Section C: Application question (a) = 6 marks	
19	**Group polarisation and groupthink can cause poor decision-making by members of a team.**	
19(a)	**Describe group polarisation and groupthink.**	**6**
	Syllabus: • 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) **Most likely:** • Groupthink is when the adoption of group norms unintentionally erodes the ability of an individual to evaluate independently. Janis (1972) suggests it has 8 features, including: an illusion of invulnerability; an illusion of unanimity. • Group polarisation is the tendency for groups to make decisions that are 'more risky' than an individual would make. **Marks**: 3 marks for each depending on quality of description.	
	Section C: Application question (b) = 8 marks	
19(b)	**Suggest how <u>you</u> would investigate which members of a team are more likely to accept group decisions.**	**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:** No specific method is named, so candidates are free to choose.	

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Question	Answer	Marks
Section C: Application question (a) = 6 marks		
20	**"My normal work week is Monday to Friday, 9 to 5. Perhaps my productivity would change if I worked a compressed week or flexitime."**	
20(a)	**Using examples, describe what is meant by a 'compressed work week' and by 'flexitime'.**	**6**
	Syllabus: • Temporal conditions of work environments: Shiftwork: rapid rotation theory (e.g. metropolitan rota and continental rota); slow rotation theory. Compressed work weeks and flexitime. **Most likely**: • A compressed working week: people work 12 hours per day, for 3 days per week. • A flexi-time system means people work the same hours per week but can work whenever they choose (e.g. 7am to 3pm or 11am to 7pm) • Examples can be taken from any occupation/job **Marks**: 1 mark for basic description of each working week type and 2 marks for expansion which must include an example.	
Section C: Application question (b) = 8 marks		
20(b)	**Suggest how <u>you</u> would design and conduct an experiment to determine productivity levels when normal, flexitime and compressed work weeks are compared.**	**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 must use an experiment, so inclusion of the setting, IV and DV, controls, and design are essential features.	

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