CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level

MARK SCHEME for the October/November 2012 series

9698 PSYCHOLOGY

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

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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SECTION A

Q	Description	Marks
(a)	No answer or incorrect answer.	0
	Basic or muddled explanation. Some understanding but brief and lack clarity.	1
	Clear and accurate and explicit explanation of term.	2
(b)	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

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SECTION B

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

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SECTION C

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

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PSYCHOLOGY AND EDUCATION

Section A

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

Typically: students learn, but do they learn in the most appropriate ways? If they do, then they are learning effectively. But can this be improved? Can we improve learning effectiveness?

(b) Describe the PQRST study skill. [4]

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:

- **PQRST**: preview, question, read, self-recitation, test. Intended to improve ability to study and remember material in a textbook. Needs expansion on this for 4 marks.

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Section B

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

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

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

(b) We have theory and we have the real world. Evaluate what psychologists have found out about different perspectives on learning and include a discussion of applications to education. [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: application to real life (usefulness). Is what psychology offers to the world useful, or not so useful. Particularly in the topic area of perspectives on learning, the debate is which approach makes the most useful contribution.

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Section C

3 (a) Describe <u>one</u> specific technique to help children overcome their dyslexia. [6]

Syllabus:
- strategies for educating children with special needs: integration versus segregation; for gifted: acceleration or enrichment (e.g. Renzulli, 1977). Dyslexia (e.g. Selikowitz, 1998).

Expansion:
- Selikowitz (1998) lists strategies for overcoming dyslexia, focusing on reading errors, spelling errors and writing errors.
- For reading errors: Hornsby and Shear's (1976) Alpha-to-Omega scheme is an example of a highly structured multi-sensory approach that has been particularly successful in treating dyslexia. The pupil is taught step-by-step, beginning with single letter sounds linked to letter names and letter shapes. Pupils then progress to learning single syllable words followed by complex multi-syllabic words. Teaching drills are multi-sensory using sight and hearing to write and read.

(b) Children may receive specific help for their dyslexia, but they also need to be educated generally. Suggest an appropriate strategy for educating children with special needs. [8]

Mark scheme: Suggestion must be appropriate to the question and based explicitly on psychological knowledge.

Most likely:
Two main approaches are segregation or integration. If children are segregated they could be taught on a one-to-one based or be part of some small group. If they are integrated the teacher will need to show clear differentiation.
general approaches:
- **acceleration**: bright children are promoted to a higher class than normal. Good intellectually but bad socially and emotionally.
- **segregation**: bright children selected for particular schools. This may result in academic success in a particular ability but it is unfair, divisive and hard to implement.
- **enrichment**: done within a normal classroom and can involve extra-curricular activity and individualised learning programmes with independent learning possible. Some argue this is best as socially it is good and gives a much wider range of children opportunities to progress. In the USA Renzulli (1977) advocates an **enrichment triad model** (aka revolving door model) where children in top 25% on academic ability or creative potential or high motivation can be enriched – but only if they wish. Stanley's (1976) **radical acceleration** is for gifted mathematicians.

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4 (a) Describe <u>one</u> theory which explains why we attribute causes to behaviour. [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).

Expansion:

- Weiner (1984) outlines three dimensions: causality, stability and control. The locus of **causality** concerns whether the cause resides within or is external to the attributor, whereas the **stability** dimension refers to whether the cause is invariant or changeable over time. Finally, the **control** dimension reflects whether the cause is controllable or uncontrollable.

(b) Suggest how negative attributions, such as learned helplessness, can be changed. [8]

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

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PSYCHOLOGY AND HEALTH

Section A

5 (a) Explain, in your own words, what is meant by 'psychogenic pain'. [2]

Typically: Psychogenic pain describes episodes of pain that occur as the result of some underlying psychological disorder, rather than in response to some immediate physical injury.

(b) Describe the gate control theory of pain proposed by Melzack. [4]

Syllabus:

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

Expansion:

- The gate control theory is the idea that physical pain is not a direct result of activation of pain receptor neurons, but rather that the spinal cord contains a neurological "gate" that either block pain signals or allows them to continue on to the brain.The gate control theory explains how the sensation of pain can be dampened or manipulated by thoughts.

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Section B

6 (a) Describe what psychologists have learned about adherence to medical advice. [8]

Candidates are likely to include some of the following details from the 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).
- 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).
- improving adherence: Improve practitioner style (e.g. Ley, 1988), provide information (e.g. Lewin, 1992), behavioural techniques (e.g. Burke et al , 1997).

(b) "We can count the number of pills in the bottle, but all it tells us is how many are left". Evaluate what psychologists have learned about adherence to medical advice, discussing the use of quantitative and qualitative data. [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: quantitative and qualitative data. Quantitative involves describing human behaviour and experience using numbers and statistical analysis. Qualitative refers to results of a study that consist of description or words, rather than numbers. Therefore is the 'opposite' of quantitative data. Adherence has been measured using both these.

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Section C

7 (a) Describe <u>one</u> study which has measured stress physiologically. [6]

Syllabus:
- measures of stress: physiological measures: recording devices and sample tests (e.g. Geer and Maisel, 1972 e.g. Johansson, 1978), self report questionnaires (Holmes and Rahe 1967, Friedman and Rosenman 1974, Lazarus 1981).

Expansion:
- 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.

(b) Physiological measures determine the level of stress. Suggest a measure to find out the cause of stress. [8]

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

8 (a) Suggest a strategy to help reduce accidents in the school science laboratory. [8]

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

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(b) Outline the theory on which your suggestion is based. [6]

Syllabus:

- 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)

Expansion:

- **Appeals to fear**/fear arousal (eg Janis & Feshbach, 1953 and Leventhal 1967) is the traditional starting point. This is likely to be included because their *strong fear appeal* could be said to be unethical and are not the most effective. The Yale model (source of message/message/recipient) underlies so many attempts.
- **Providing information** via media (eg Flay, 1987) 3 approaches: 1] provide negative info only; 2] for those who want to be helped provide first steps; 3] self help via tv audience. Study by Lewin (1992) healthy heart manual also relevant.
- **Fox** (1987) token economy system introduced and reduced accidents in open cast mine.
- **Cowpe (1989)** a television advertising campaign was developed to cut the number of chip pan fires across the United Kingdom. The campaign shows how to deal safely with a chip pan fire (providing information) and featuring a chip pan fire victim (fear arousal).

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PSYCHOLOGY AND ENVIRONMENT

Section A

9 (a) Explain, in your own words, what is meant by 'community environmental design'. [2]

Typically: the design of buildings for public use. This most typically involves the design of shopping centres/malls but also the design of housing communities such as Newman's Clason Point.

(b) Describe <u>one</u> investigation into the design of either a gambling casino or a shopping mall environment. [4]

Syllabus:

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

Expansion:

- Finlay et al, 2006: Two competing casino designs were identified. According to Kranes's playground model, casinos should include environmental elements designed to induce pleasure, legibility, and restoration. In contrast, Friedman proposed a set of design principles focusing on the machines as the dominant feature of the décor.
- Michon et al suggest that the retail environment has an impact on an array of consumer emotions and attitudes: Varying music styles and tempos; effective exterior store windows, the effect of lighting, store layout and ambient odour, the effect of crowding.

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Section B

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

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

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

(b) Laboratory experiments have control, but they may lack ecological validity. Evaluate what psychologists have learned about environmental cognition, debating the ecological validity of ways in which environmental cognition has been studied. [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: ecological validity. Environmental cognition has been studied in a laboratory and also in the field, so discussion is likely to consider these alternatives.

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Section C

11 (a) Describe <u>one</u> laboratory study which has investigated the effects of noise on pro-social behaviour. [6]

Syllabus:

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

Expansion:

- Mathews and Canon, 1975; field: In this study, a confederate dropped a box of books while getting out of a car. To emphasize his apparent need for aid he wore a cast on his arm in half of the experimental situations. Noise was varied by having another confederate operate a lawnmower nearby. The dependent measure of helping was how many passing subjects stopped to assist the confederate pick up the dropped books.
- Mathews and Canon, 1975 In the laboratory experiment, subjects were exposed to: 48 dB of normal noise, 65 dB of white noise piped into the laboratory through a hidden speaker, or to 85 dB of white noise. As subjects arrived they waited and another individual (a confederate), was there. The confederatedropped papers. The confederate got up, "accidentally" dropped papers. The dependent measure of helping was whether or not the subject helped the confederate to pick up the spilled materials.

(b) Suggest what variables should be controlled, and why, in any investigation into the effects of noise on pro-social behaviour. [8]

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

12 (a) Describe how psychologists can prevent crowding by using visual escapes. [6]

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).

Expansion:

Studies such as Baum et al suggest use of windows to look out of, or a picture. Even a book or magazine would do if on crowded public transport.

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(b) Suggest how you could investigate the effectiveness of a visual escape, such as a book, on crowded public transport. [8]

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

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PSYCHOLOGY AND ABNORMALITY

Section A

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

Typically: "Addictive behaviour is a repetitive habit pattern that increases the risk of disease and/or associated personal and social problems....often experienced subjectively as 'loss of control'....these habit patterns are typically characterised by immediate gratification (short term reward), often coupled with delayed, deleterious effects (long term costs)....attempts to change an addictive behaviour (via treatment or by self-initiation) are typically marked by high relapse rates" (Marlatt et al, 1988). Formal definition not needed for full marks.

(b) Describe <u>one</u> way in which addiction has been defined (e.g. Griffiths, 1995). [4]

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. Needs brief description for full marks.

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Section B

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

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

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

(b) "We should reduce complex behaviours to simple components to study them more easily". Evaluate what psychologists have found out about abnormal affect including a discussion about the reductionist nature of explanations. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.
Evaluation of theory:
internal strengths and weaknesses;
theoretical issues: reductionism, determinism, ethnocentrism.
Supporting/contradicting evidence;
Comparisons and contrasts with alternative theory.
Evaluation of research:
strengths and weaknesses of methods, sample, controls, procedure.
Evaluation of and comparisons and/or contrasts with alternative methodologies.
Evaluation of issues and debates: *Any relevant debate can be raised*, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.
Named issue: reductionism. This is the view that complex behaviour can be explained by simple principles; that we can break something down into its component parts. In this case each explanation of abnormal affect whether it be genetic, neurochemical or cognitive.

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Section C

15 (a) Describe the approach on which the token economy programme is based. [6]

Syllabus:
- treatments for schizophrenia: Biochemical (antipsychotics and atypical antipsychotics); electro-convulsive therapy. Token economy (Paul and Lentz, 1977); cognitive-behaviour therapy (Sensky, 2000)
- treatments of abnormality: Treatments derived from models: biological/medical; psychotherapies; cognitive-behavioural. Effectiveness and appropriateness of treatments.

Expansion:
The token economy system is based on behaviourism where good behaviour is given positive reinforcement, etc

(b) Suggest how you would use a token economy programme for the schizophrenic patients in your care. [8]

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

16 (a) Describe <u>one</u> way in which obsessive compulsive disorder has been measured using a questionnaire. [6]

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

Expansion (most likely):
The MOCI is a psychometric test designed to assess obsessive-compulsive behavior. It includes 30 questions/items using true/false format with 4 sub-scales: Checking compulsions, Washing/cleaning compulsions, Slowness and Doubting.
Examples: I frequently have to check things (e.g. gas or water taps, doors, etc.) several times. (Checking). I am not unduly concerned about germs and diseases. (Washing/Cleaning) (reverse scored). I am often late because I can't seem to get through everything on time. (Slowness). I have a very strict conscience. (Doubting)

(b) Suggest an alternative way in which obsessive compulsive disorder can been measured <u>without</u> using a questionnaire. [8]

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

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PSYCHOLOGY AND ORGANISATIONS

Section A

17 (a) Explain, in your own words, what is meant by 'need theory of motivation'. [2]

Typically: people have a number of needs and are motivated to satisfy them. We have a need to eat, drink, etc (and Maslow takes these into account with his 'physiological needs' category. We have other needs as people in a society and these can include things like the need for achievement.

(b) Describe McClelland's need theory of motivation. [4]

Syllabus:

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

Expansion:

- McClellands **achievement-motivation theory** (1961): three work related needs: need for achievement (get job done, success, etc); need for power (direct & control others; be influential); need for affiliation (desire to be liked and accepted; friendship). Methodology used: TAT (thematic apperception test): look at picture then relate story it suggests. Is a projective test and scoring can be unreliable. Good application: match profiles to jobs; achievement training programmes.

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Section B

18 (a) Describe what psychologists have found out about satisfaction at work. [8]

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

- job design: Job characteristics (eg Hackman & Oldham, 1980). Job design: enrichment, rotation and enlargement. Designing jobs that motivate.
- measuring job satisfaction: Rating scales and questionnaires: eg job description index, Minnesota satisfaction questionnaire. Critical incidents: eg critical incidents technique. Interviews.
- attitudes to work: Theories of job satisfaction and dissatisfaction (eg Herzberg, 1959). Job withdrawal, absenteeism and sabotage. Organisational commitment. Promoting job satisfaction.

(b) 'Questionnaires are like doors. They are either open or closed'. Evaluate what psychologists have found out about satisfaction at work and include a discussion of the use of questionnaires to measure job satisfaction. [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: Questionnaires. A major way of measuring job satisfaction is by questionnaire. But what questions? What scoring? Is the measure reliable? Is the measure valid?

19 (a) Suggest an experiment to discover whether noise affects the workers concentration. [8]

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

(b) Describe evidence showing two effects of physical working conditions on workers. [6]

Syllabus:

- Physical and psychological work conditions: Physical: illumination, temperature, noise, motion (vibration), pollution, aesthetic factors. Psychological: feelings of privacy or crowding, excessive or absence of social interaction, sense of status or importance/anonymity or unimportance.

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Section C

20 (a) Suggest how you would manage a group to reduce group conflict if you were leader. **[8]**

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

(b) Outline the theory on which your suggestion is based. **[6]**

Syllabus:

- Group conflict: Major causes of group conflict: organisational and interpersonal. Positive and negative effects of conflict. Managing group conflict (eg Thomas, 1976).

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