CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level

MARK SCHEME for the October/November 2012 series

9698 PSYCHOLOGY

9698/33 Paper 3 (Specialist Choices), maximum raw mark 80

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

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the 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 lacks 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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Q	Description	Marks
(b)	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 in 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 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 a 'corrective strategy' for disruptive behaviour. [2]

Typically: the modification of the behaviour of children that has already happened (rather than trying to prevent a behaviour from happening). Alternatively, responding to the child who has misbehaved in a way that will lessen the likelihood of that misbehaviour recurring.

(b) Describe <u>one</u> 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).

Expansion:

Behaviour modification techniques

(a) positive reinforcement and negative reinforcement (giving something pleasant and removing something unpleasant)

Can be intrinsic (internal) and so not directly under teacher control (but teacher could create situation leading to satisfaction, etc.) and extrinsic (external): attention, praise, stars, etc. Bijou and Sturges (1959) classify extrinsic reinforcers into five categories: consumables, manipulatables, visual and auditory stimuli, social stimuli and tokens. O'Leary & Becker (1967) used tokens to eliminate deviant responses with much success, although others (Kazdin & Bootzin, 1972) did not. Premack (1965) outlines the 'Premack Principle' where children behaving appropriately engage in a reinforcing activity – one that the child enjoys.

Michael (1967) describes 7 principles one should be wary of when attempting to control behaviour through consequences.

(b) Modelling. Punishing one student may inhibit the same behaviour in another; rewarding one student may lead to copying behaviour by another.

(c) 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. Many studies illustrate all these variations. For example Bratner & Doherty (1983) distinguish three types of time out: isolation, exclusion and non-exclusion.

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Section B

2 (a) Describe what psychologists have discovered 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.

(b) Intelligence is often said to be what intelligence tests measure. Evaluate what psychologists have discovered about intelligence and include a discussion of psychometric testing. [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: Psychometrics. Psychometrics is the 'measure of the mind' and so this involves measures of intelligence or personality by using standardised tests. Such tests should be reliable and valid.

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Section C

3 (a) Suggest how you could test teacher accuracy in assessing giftedness. [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 different types and definitions of giftedness. [6]

Syllabus:
Definitions, types and assessment of special educational needs (including gifted children). Definitions of special educational need and giftedness; types of special educational need (e.g. dyslexia; attention deficit hyperactivity disorder ADHD), autistic spectrum disorders and giftedness (e.g. Bridges, 1969).

Expansion:
Some believe it is **exceptional performance** on an intelligence test. Others believe giftedness is a more **specific ability** such as in sport or music. Bridges (1969) and Tempest (1974) outline **signs of giftedness**, Bridges with seven (read at 3 years of age; enormous energy) and Tempest with nine (likely to be highly competitive; able to deal with abstract problems). Hitchfield (1973) found teachers were not good at identifying giftedness and Torrance (1970) claims 'society is savage toward creative thinkers' and Ogilvie (Schools Council Report on gifted children in primary schools, 1973) suggested provision was inadequate.

4 (a) Suggest <u>one</u> way in which Charlie's motivation can be improved. [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.

Most likely/syllabus:
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).

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(b) Describe the assumptions of the approach to education on which your suggestion is based. [6]

Syllabus:

- behaviourist applications to learning: underlying theory (classical and operant conditioning); applications such as programmed learning and behaviour modification techniques (controlling 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.

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PSYCHOLOGY AND HEALTH

Section A

5 (a) Explain, in your own words, what is meant by the term 'physiology of stress'. [2]

Typically:
Physiology is the functioning of bodily processes and during stress the hormones (e.g. corticosteroids and catecholamines) raise the energy levels of the body to prepare for 'fight or flight'.

(b) Describe the general adaptation syndrome (GAS model) proposed by Selye. [4]

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).

Expansion:
- First stage of the GAS is the alarm reaction like the flight or fight response – its function is to mobilise the body's resources.
- Second: resistance – the body tries to counteract the earlier hormones.
- Third: exhaustion – if the levels of arousal are prolonged, eventually some part of the physiological system will break down.
- Selye conducted studies on rats – details may be given.

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Section B

6 (a) Describe what psychologists have discovered about health promotion. [8]

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

- methods for promoting health. Fear arousal (e.g. Janis and Feshbach, 1953; Leventhal et al., 1967). Yale model of communication. Providing information (e.g. Lewin, 1992).
- health promotion in schools, worksites and communities. Schools (e.g. Walter, 1985; Tapper et al., 2003). Worksites (e.g. Gomel, 1983). Communities (e.g. three community study, Farquhar et al., 1977).
- promoting health of a specific problem. Any problem can be chosen (e.g. cycle helmet safety: Dannenberg, 1993; self examination for breast/testicular cancer; obesity and diet: Tapper et al., 2003; smoking e.g. McVey and Stapleton, 2000).

(b) "If we scare people enough they will change their behaviour". Evaluate what psychologists have discovered about health promotion and include a discussion of the ethics of health promotions. [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 and APA. Is it ethical to use appeals to fear, for example.

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Section C

7 (a) Devise a cognitive strategy for reducing acute pain that could be used by anyone. [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) Explain the theory that would enable your strategy to work. [6]

Syllabus:
- managing and controlling pain. Medical techniques (e.g. surgical; chemical). Psychological techniques: cognitive strategies (e.g. attention diversion, non-pain imagery and cognitive redefinition); alternative techniques (e.g. acupuncture, stimulation therapy/TENS).

Expansion:
- candidates are likely to refer to Melzack's gate control theory because this allows the reduction of pain through 'thought control' and 'closing the gate'.

8 (a) Suggest an appropriate way to observe the medical practitioner. [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.

Expansion: candidates should be describing an appropriate type of observation, response categories , possible use of more than one observer, etc.

(b) Describe why we have non-verbal communication and outline <u>one</u> study which has investigated non-verbal communication. [6]

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

Expansion:
- The McKinstry and Wang study looked at different styles of dress/appearance, formal and informal in male and female doctors. Any appropriate study is acceptable.

Marks: 2 marks allocated to description of non-verbal communication and 4 marks for outline of study.

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PSYCHOLOGY AND ENVIRONMENT

Section A

9 (a) Explain, in your own words, what is meant by 'positive uses of sound (music)'. [2]

Typically: wanted sound is positive and such sounds (probably music) can be beneficial in many ways. This is opposite from noise which is unwanted sound and so is negative.

(b) Describe <u>two</u> studies which have investigated the effect of music on consumer behaviour. [4]

Syllabus:
- positive uses of sound (music): Consumer behaviour (e.g. North, 2003; North, 1999); stress reduction (e.g. Chafin, 2004); performance (e.g. Mozart effect).

Expansion:
- muzak, used in shops, supermarkets, etc. to encourage people to buy certain products.
- North & Hargreaves (1998) found classical music created 'upmarket atmosphere'.
- North (1997) played French music and German music. Found more French wine purchased with french music and same for German.
- North (2003) classical music leads to more profit in restaurant.
- studies on animals show cows produce more milk and hens lay more eggs.

Marks:
Any appropriate consumer study to receive credit.

Section B

10 (a) Describe what psychologists have learned about density and crowding. [8]

Candidates are likely to include some of the following details from the syllabus:
- definitions, measurements and animal studies. Social and spatial density; crowding. Animal studies (e.g. Dubos, 1965 lemmings; Christian, 1960 deer; Calhoun, 1962 rats).
- effects on human health, pro-social behaviour and performance. Pro-social behaviour (e.g. Dukes and Jorgenson, 1976; Bickman et al., 1973). Health (e.g. Lundberg, 1976). Performance (e.g. Mackintosh, 1975).
- 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).

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(b) "Rats and humans: same or different?" Evaluate what psychologists have learned about density and crowding including a discussion of the usefulness of animals in psychological research. [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: Animals. Some psychological studies, such as density and crowding, use animals (see three studies above). Is this good or bad? Is it ethical? Where should such studies be conducted?

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Section C

11 (a) Suggest how you might investigate differences between males and females in the errors they make when drawing sketch maps. [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) Using examples, describe the types of errors typically made when drawing sketch 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).

Expansion:
Typical errors include:
- maps are often incomplete: we leave out minor details.
- we augment add non-existent features.
- we distort by having things too close together, too far apart or misaligning. People often over-estimate the size of familiar areas.
- superordinate-scale bias: We group areas together and make judgements on area rather than specific places., e.g. Stevens & Coupe (1978).
- Euclidean bias: people assume roads etc are grid-like: they are not.
- segmentation bias: Allen & Kirasic (1985) we estimate distances incorrectly when we break a journey into segments compared to estimate as a whole.

12 (a) Describe the difference between alpha and beta personal space and describe the stop-distance method. [6]

Syllabus:
- definitions, types and measures. Defining space (e.g. Hall, 1966) and territory (e.g. Altman, 1975). Alpha space and beta space. Measuring space: simulation (e.g. Little, 1968); stop-distance; space invasions (see below).

Expansion:
- alpha personal space is the objectively measured distance between two people and
- beta personal space is the subjective experience of how someone feels when their space is invaded.

Stop-distance is where a static person has another person walk up to them (eg to say something) and where the person stops (to talk) the distance to the static person is measured (eg toe-to-toe).

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(b) Suggest how you could investigate beta personal space using the stop-distance method to gather <u>qualitative</u> data. [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 'type of schizophrenia'. [2]

Typically: a type is a 'kind of' or category or sort. Schizophrenia is commonly defined as the disintegration of the process of thinking and of emotional responsiveness.

Marks: needs a comment on 'type' and 'schizophrenia' for full marks.

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

Most likely:
- **Hebephrenic**: incoherence, disorganised behaviour, disorganised delusions and vivid hallucinations.
- **Simple**: gradual withdrawal from reality.
- **Catatonic**: impairment of motor activity, often holding same position for hours/days.
- **Paranoid**: well organised, delusional thoughts (and hallucinations), but high level of awareness.
- **Undifferentiated/untypical**: for all the others who do not fit the above types.

Comments: 2 marks for each type described.

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Section B

14 (a) Describe what psychologists have discovered about models of abnormality. [8]

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

- definitions of abnormality: Definitions: deviation from statistical norms, social norms, ideal mental health, failure to function adequately. Problems with defining and diagnosing abnormality.
- models of abnormality: Medical/biological, behavioural, psychodynamic, cognitive. Assumptions and applications of models.
- treatments of abnormality: Treatments derived from models: biological/medical; psychotherapies; cognitive-behavioural. Effectiveness and appropriateness of treatments.

(b) There are a number of different models of abnormality, each with strengths and weaknesses. Evaluate what psychologists have discovered about models of abnormality including a discussion about competing models. [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: Competing explanations. Candidates should compare and/or contrast the different explanations or models of abnormality.

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Section C

15 (a) Describe how you would treat alcoholics using aversion therapy. [6]

Syllabus:
- coping with and reducing addiction and impulse control disorders. Behavioural e.g. token economy; aversion therapy (for alcoholism). Cognitive behaviour therapy (e.g. Kohn, 2000) for kleptomania.

Expansion:
- Most likely is use of classical conditioning to build up an aversion to alcohol by pairing with an unpleasant stimulus. The use of drugs is common, such as the use of an emetic which makes a person sick.

(b) Suggest how you would assess the effectiveness of your treatment programme. [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.

Most likely:
Candidates will suggest a long term follow-up (longitudinal study).

16 (a) Suggest a suitable treatment for Victor that would target both obsessions and compulsions. [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 the assumptions of the approach or model on which your suggested treatment is based. [6]

Syllabus:
- treatments for obsessive/compulsive disorder: Drug therapy; cognitive-behaviour therapy; psychoanalytic therapy.
- explanations of obsessive/compulsive disorder: Biomedical; cognitive-behavioural; psychodynamic.

Expansion:
Candidates should focus on the main features of the model (examples as in syllabus, above) on which the suggested treatment is based.

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PSYCHOLOGY AND ORGANISATIONS

Section A

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

Typically: a group in an organisation refers to individuals who are organised to work together. More specifically, it is a group of independent individuals who combine skills and resources to achieve a common goal.

(b) Describe <u>two</u> explanations of group development. [4]

Syllabus:

- Group dynamics, cohesiveness and teamwork. Group development (e.g. Tuckman, 1965; Woodcock, 1979). Group cohesiveness, teambuilding and team performance. Characteristics of successful teams.

Expansion:

- Tuckman (1965) outlines five stages of group development: forming, storming, norming, performing, adjourning.

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Section B

18 (a) Describe what psychologists have discovered about the selection of people for work. [8]

Candidates are likely to include some of the following details from the 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.
- personnel selection decisions and job analysis. The selection of personnel: decision-making (e.g. multiple regression, multiple hurdle and multiple cut-off models). Biases in selection decisions and equal opportunities. Job descriptions and specifications. Job analysis techniques (e.g. FJA and PAQ).
- performance appraisal. Reasons for and performance appraisal techniques (eg rating scales, rankings, checklists). Appraisers, problems with appraisal and improving appraisals (e.g. effective feedback interviews).

(b) "We want to give the job to the best applicant." Evaluate what psychologists have discovered about the selection of people for work and include a discussion of the strengths and weaknesses of the interview method. [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: Interviews. Interviews can be formal and informal. Structured and unstructured. They may gather qualitative or quantitative data. People being interviewed may give socially desirable answers.

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Section C

19 (a) Suggest how you can increase production *and* keep your workers happy. [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 goal setting theory by Latham and Locke (1984). [6]

Syllabus:
- Motivation and goal-setting: Theories: goal setting theory (Latham & Locke, 1984), setting effective goals. Cognitive/rational theories: VIE (expectancy) theory (Vroom, 1964). Managerial applications of expectancy theory.

20 (a) Suggest how you could determine whether a worker is in the in-group or in the out-group. [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 <u>one</u> psychological theory of leaders and followers. [6]

Syllabus:
- Leaders and followers: Leader-member exchange model (e.g. Danserau, 1994). Normative decision theory (Vroom & Yetton, 1973).

Expansion:
- Dansereau et al. (1975) whose *leader-member exchange model* suggests that it is the quality of interaction between leaders and group members that is important. This model has received much acclaim due to the success it has achieved when applied to real life situations. Example: Scandura and Graen (1984) found that following a training programme, where the aim was to improve the quality of leader-member relationships, both group productivity and satisfaction increased significantly.
- Vroom and Yetton (1973) outline a decision-making model suggesting that the leader can make several decisions based on the characteristics of a situation. A leader can make one of five decisions. Decisions 3, 4 and 5 involve consultation with workers, decision 5 (group decision) involves a decision made on consensus.

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