

MARKSCHEME

May 2001

PSYCHOLOGY

Higher Level

Paper 2

1. State *two* features of the design of this investigation which make it a true experiment. *[2 marks]*

Mention of control of the independent variable and random allocation of participants to conditions/groups would suffice. *[1 mark]* for either of these. None for irrelevant points, such as ‘it tests a hypothesis’ or ‘it is controlled’. ‘There is an independent variable’ would not obtain a mark on its own but might do so if accompanied by some wording which implies experimenter control. Candidates might choose to describe the logic of controlling all variables bar one - which can obtain *[2 marks]* if more than one major relevant point is made.

2. State the type of experimental design used in this investigation. *[1 mark]*

Any one of:
Independent samples/groups/subjects/participants; Between subjects/groups/participants. More general answers (*e.g.* ‘it is a true experiment’) should not receive a mark.

3. Briefly describe *one* advantage of the experimental design used in this investigation. *[2 marks]*

Even if the candidate mentioned the wrong design in the previous question, answers to this question should depend upon the actual design as described in the scenario.

Give *[1 mark]* for the mention (only) of an advantage and the extra mark for a description of why it is an advantage. Possible advantages are: lack of order effects, can use identical materials in each condition (*e.g.* no need for equivalent word lists), participant drop-out incurs loss of only one result. There may be other valid points but answers such as ‘less expensive’ or ‘less time consuming’ should not be awarded a mark since this depends on other factors.

4. Briefly describe *one* disadvantage of the experiment design used in this investigation. *[2 marks]*

Even if the candidate mentioned the wrong design in question 2, answers to this question should depend upon the actual design as described in the scenario.

Participant (or subject) variables (meaning groups may not be equivalent; participant differences may confound results). Again *[1 mark]* for only a mention of a disadvantage but *[2 marks]* for an adequate description. Give marks for other valid disadvantages but, as above, not any concerning time or expense.

5. **State the independent variable in this experiment and give a reason for your answer.** [2 marks]

Hungry vs. satiated; because this is the variable manipulated by the experimenter or similar. [1 mark] for each part. Give a mark where the wrong variable is selected but a valid definition of an independent variable is provided.

6. **State the two dependent variables measured in this experiment and give a reason for your answer.** [3 marks]

“Number of food related words and number of non-food related words correctly recalled” is good for the first [2 marks] and brief answers like ‘the food and non-food words’ will suffice. Give [1 mark] for identification where the answer simply identifies words (e.g. ‘the words’). Give [1 mark] for each accurate identification and a further mark for a valid reason such as: ‘it is the variable measured by the experimenter/expected to change with the independent variable’ etc.

7. **State two limitations on the sample selected for this investigation and explain why each of these limitations might affect the generality of the findings.** [6 marks]

The sample consists of students and these are volunteers. These are the only possibilities given in the information provided. Invented possibilities, such as some may be anorexic, may not be given a mark. Give [1 mark] for each limitation correctly identified and up to [2 marks] in each case for an explanation of the possible effect on generalisation of results (e.g. ‘students differ from the general public in average educational level; volunteers may have different personalities from the average person’). Simply saying that ‘results may not generalise..’ cannot earn any extra marks beyond that given for initial identification. Compensation can be given for a very good explanation of one limitation (up to [3 marks]) where maximum marks have not otherwise been awarded.

8. **Explain why it is important to allocate participants at random (line 5) to the two experimental conditions.** [2 marks]

Ignore answers which have to do with selecting representative samples from the target population. The answer should only concern the unbiased division of participants into two groups and would be relatively expanded for the full [2 marks]. ‘So that equivalent groups are tested in each experimental condition’ would be adequate for [2 marks]. ‘So the allocation is not biased’ might be an example of an adequate answer for [1 mark].

9. Figure I is a histogram of participants' scores for correctly recalled food-related words.

- (a) The column above the value for 8 words correctly recalled is missing. What would be the height of the column? (Use the values on the left hand scale)

[1 mark]

2 units

- (b) The column above 16 words recalled is also missing. What would be the height of this column?

[1 mark]

1 unit

- (c) Explain briefly why there would be no column above the values 7, 10 and 11 words recalled.

[2 marks]

Award [1 mark] for 'because there are no occurrences in the table for these values/no one scored these values' and the second mark for 'a histogram must show all values/categories'. Do not award extra marks simply for a repetition of the first point (no scores) for each scale value (i.e. 7, 10 and 11).

- (d) Write down the label which should appear in box A on the left hand side of the figure.

[1 mark]

'frequency' or something closely equivalent (such as 'number')

10. The values in columns a and c of Table I have been ranked in columns b and d. State whether the form of data in columns b and d would be considered to be at a nominal, ordinal or interval level of measurement.

[1 mark]

ordinal

11. (a) State the significance test which would be most appropriate to use on the difference between the two sets of ranked data in columns b and d of Table I.

[2 marks]

Mann-Whitney. Unrelated t will **not** do since the rank values are specifically referred to. A subtle argument for chi-square could conceivably be made but it would have to be good.

- (b) Give two reasons for the choice of test you made in answer (a) above.

[2 marks]

(a) testing differences, (b) ordinal level/ranked data (or 'parametric criteria not met' or similar), (c) unrelated design. Any two of these reasons can each be awarded [1 mark]. More general reasons, such as 'it is a test of significance' should not be awarded a mark.

- 12. Write out in exact terms the research hypothesis which has been supported in this experiment. [2 marks]**

Hungry participants recall (significantly) more food related words than satiated participants. **[2 marks]** for a clearly defined one-tailed prediction. **[1 mark]** where the sense is achieved but wording is less precise (e.g. ‘hungry participants will recall more food words’.) Or where the candidate has indicated a two-tailed hypothesis e.g. there will be a significant difference in the number of food related words recalled between the two groups. No mark for e.g. ‘hungry participants will perform better’ as this is quite ambiguous.

- 13. Explain what is meant by the term “null hypothesis” (line 18). [2 marks]**

Award **[1 mark]** for an explanation that a null hypothesis predicts no difference in the dependent variable between the two groups or something similar.

Award the second mark for indication that any difference between the two groups would be due to chance or random variables. No marks should be awarded if the candidate states the null hypothesis for this particular study unless it is used to illustrate their explanation of what is meant by the term ‘null hypothesis’.

- 14. Another researcher claims that the experiment could have been seriously affected by demand characteristics.**

- (a) Explain what is meant by the term ‘demand characteristics’. [2 marks]**

Cues in the experimental situation which tell the participant about the intended research hypothesis or what behaviour is expected of the participant. Accept any wording which makes this point clearly. Do not accept specific examples unaccompanied by further explanation (e.g. ‘participant expectancies’, ‘bias’) but do accept weaker wordings of the initial point made above for **[1 mark]** or any attempt which refers to participants finding out ‘what is going on’.

- (b) Describe how demand characteristics could have affected the participants’ performance in this experiment. [3 marks]**

Being asked to fast for 12 hours is a big clue. The fact that the word list contains food-related words could also help the food deprived participants to guess the research aims. Accept one of these clues, along with a short description of why it might help the participant to guess the aim. Where fasting is linked to the word list items give **[1 mark]** and then the further description need only be minimal for the two further marks. If just one ‘clue’ is mentioned, and no further explanation, award **[1 mark]**.

15. Some participants are asked not to eat for 12 hours before the experiment.

- (a) Briefly describe the particular ethical issue which this requirement raises.**

[2 marks]

This has implications for not harming the participant and maintaining the physical well-being of the participant and so on. It would be the experimenter's duty to check that his requirements will not cause harm to any participant - e.g. willing but ill-advised diabetics. The issue should be clearly defined for **[2 marks]**, e.g. not just 'the participants should not be harmed' which is the sort of answer that can be awarded just **[1 mark]**. Deception, and confidentiality are not involved in the fasting requirement so cannot be made relevant but it is possible that a good answer could be created from an argument about rights to withdraw from the study or an argument concerning the competence, responsibility, power or authority of the experimenter and should be credited appropriately if so.

- (b) Describe how the experimenter might deal with this issue in the conduct of the experiment.**

[3 marks]

It is difficult to prescribe good answers here. Candidates might compensate here for vagueness in the previous item, but markers should not carry marks between answers. There should be some description of how the experimenter might go about checking that food deprivation will not harm any participants (by pre-test interview, monitoring behaviour and so on). If one of the latter issues mentioned at the end of the last item is chosen (e.g. authority) then this issue must be addressed appropriately in this item. Whatever is discussed, for **[1 mark]** candidates must offer at least one piece of practical, relevant action. Better answers will more fully outline possible actions and reasons for them.

- (c) State two other ethical issues which should be considered when conducting any experiment on human participants.**

[2 marks]

Here candidates may state any two relevant ethical considerations and it is difficult to see how any of the major principles could not be relevant. Candidates need only state issues so accept any two from the syllabus list except those concerning publication or research with animals.

- (d) Briefly describe how researchers can deal with each of the issues raised in your answer to 15 (c) above.**

[4 marks]

Here candidates must simply offer practical steps to ensure that the two ethical issues they mention can be upheld. Award **[1 mark]** for the offer of a relevant but briefly worded action, and **[2 marks]** for more fully described procedures.

Compensate up to **[3 marks]** for a very well tackled issue where a second weaker answer cannot be given **[2 marks]**.

SECTION B

Biological bases of behaviour

16. To what extent have studies in the split brain been useful to our understanding of human behaviour?

[25 marks]

Split brain studies arose from early work on lateralized cortical function and the concept of cerebral dominance - in right handed people the left hemisphere is dominant for language and complicated motor skills, whilst the right hand is used for visual maps, music or recognition of faces. Candidates could utilise information for the original split brain surgery that was used to deal with severe cases of epilepsy, when the corpus callosum was cut the epilepsy attacks were lessened, since transfer of severe electrical activity from one side of the brain to the other was impossible. Candidates could use Sperry's studies of split brain patients, which confirmed the specialisation mentioned above.

Gazzaniga's findings also confirmed that when visual pathways between the two hemispheres are cut then each side 'sees' different information from the intact brain person. The severed corpus callosum will not permit the normal passing of some visual input from one eye to both its opposite and same sides of the brain. Testing of this operation, some months after it has been performed, shows that the brain can adapt to substantial structure change.

Candidates who mention the confirmation and relevant extension of work by the early pioneers can gain credit by referring to more recent work that confirms the predictions of their predecessors. This could include work on sex differences where generally boys are better at mathematics than girls, but girls are further ahead in verbal communication. These findings result from the use of MRI technology by Shaywitz et al.

Answers that offer description only should receive a maximum of *[13 marks]*.

17. **“Humans sleep not so much for their physical well being but because without it normal behaviour and reason would be impossible.”**

Discuss psychological studies which may be used to justify this claim.

[25 marks]

This question is on sleep, candidates should not spend substantial parts of their essays on dreams. There should be a clear attempt to justify or support the claim, by using the quotation rather than writing a general essay on sleep.

Candidates could use sleep deprivation to show the increasing disorientation of people who volunteer to participate in the study. It is likely according to Rechtschaffen et al, that the homeostatic mechanism for maintaining bodily equilibrium actually starts to lose its efficiency in maintaining energy and temperature when subjected to prolonged sleep deprivation. This mechanism also helps to explain the greater susceptibility towards illnesses.

Candidates could well use studies that include evolutionary explanations for sleep and the consequences involved when this evolutionary process is ignored. Insomnia can result from several causes such as the use of drugs, stress or an upset in the circadian rhythms, or onset of sleep apnea.

The question calls for a discussion of the studies mentioned so that a substantial evaluative element is needed to gain high marks. Answers that offer description alone should receive maximum of **[13 marks]**.

18. (a) **Describe *two* explanations of visual perceptions in humans.**

[13 marks]

A number of different explanations could be offered here including those associated with distance perception, colour perception or perception in general. The use of PET and MRI have strongly suggested that imaging studies between humans and macaque monkeys are very similar. This claim also suggests that the complex work of Hubel and Weisel in identifying feature detectors, simple complex and hypercomplex in cats, is also likely to be true for humans and that visual pathways are strengthened when needed for seeing.

Candidates may also offer concepts of top-down and bottom-up explanations for visual perceptions or various ideas on how humans see colour. These could include colour theory (deValois). Depth perception could also be acceptable as well as some of the explanations of visual illusions.

- (b) **How successful are each of these explanations?**

[12 marks]

Candidates should comment on the relevant success of these advances and as long as this maintains relevance it should attract marks. Descriptive work alone should carry a maximum of **[13 marks]**.

If candidates write on both parts of the question, but limit themselves to **one** explanation, rather than two, a maximum of **[13 marks]** should be awarded for this partial performance.

Comparative psychology

- 19. “Much of what is claimed to be altruistic behaviour in non-human animals is, in reality, selfish behaviour.”**

To what extent do studies in animal behaviour support this view?

[25 marks]

This question not only calls for a knowledge of altruistic behaviour in non-human animals but also requires the candidate to question the validity of this descriptor of behaviour that has frequently been misinterpreted.

Many studies are presented in a way that does support the notion that animals are acting altruistically, but candidates should have enough knowledge to question this tendency to anthropomorphise animal behaviour. The most popular misconception is probably related to the wild rabbit that is portrayed as a guard which sacrifices its safety by thumping when potential danger approaches and supposedly directs the predator’s attention to itself. Candidates should be aware a more likely explanation is that the rabbit on guard attains higher status by taking on this role and that the thumping causes other rabbits to panic and attract attention of the predator while the guard bolts to a close-by hole in relative safety. This is the explanation offered by Zahavi for many species where a guard is involved *e.g.* the babblers of the Israeli desert country.

An alternative explanation is that of the selfish gene theory where animal altruism may be based on shared genes and the need for all members sharing those genes to work together for the common aim of gene survival *e.g.* honey bees, army ants. Helping behaviour in vampire bats relates to delayed reciprocal altruism, where feeding of regurgitated blood by successful bats to unsuccessful bats in obtaining food is later reciprocated.

Other examples of apparent altruistic behaviour are available to candidates but whichever they choose they do have to make a judgement in terms of the question. Answers which are limited to relevant description should be judged against a maximum of **[13 marks]**.

- 20. Studies in comparative behaviour have shown that communication between parent and offspring at early stages of both prenatal and postnatal development help to determine future behaviour.**

Assess the validity of this claim using research findings from comparative psychology.

[25 marks]

Candidates do not need to focus exclusively on non-human animals for this question since the wording allows for some inclusion of studies with humans. The question does require that attention be given to both pre and postnatal development. There is an increasing amount of research work on prenatal communication in humans but not much of this has yet reached mainstream texts. Work on non-humans includes several studies including that of Gottlieb on mallard ducklings before and after hatching. The prehatching communication helps the future duckling to imprint on to the mother by strengthening audio neural pathways which are used in response to the vocal stimulus. Other available pathways atrophy and attention is focused by the remaining pathways that have been strengthened. Similarly other animals use a similar technique but with different pathways of communication. Deer, goats and sheep for example use smell pathways; work by Zahavi and others has shown that a cascade effect occurs with more interactions following the first successful interaction between mother and newborn lamb. If this first interaction is not successful the mother will reject her lamb.

The well known studies of Harlow should also be accepted by examiners providing that the candidates focus solely on parent-infant interaction. No credit should be given for work on these studies which is not related to the question that is set.

Mother-infant interaction in humans has also been subjected to much research, including work on attachment and bonding and the more controversial studies that have investigated mother infant conflict *e.g.* morning sickness and nausea, or weaning behaviour.

Candidates should not have difficulty in supporting several of the claims that have been made in this field of research, but essays that do not make such evaluation should be limited to a maximum of **[13 marks]**.

21. With reference to courtship behaviour amongst non-human animals account for the roles of males *and* females.

[25 marks]

Courtship behaviour occurs in many species, particularly mammals and birds. There is now a general consensus that although it is generally the male that initiates courtship, such behaviour has evolved in response to female needs. Candidates should indicate, for example, that the differential investment in gametes by males and females means that the female, with her far fewer eggs than the male's sperm, needs to be cautious in her choice of mate, in order to make sure of his potential fitness and that of her offspring. Thus, the larger and more attractive the display of the peacock's tail, the better the chances of being chosen for mating. Similarly, the better the bower built by the male bower bird, the more rivals defeated by the stag and the better the courtship ritual of the song bird the better the chances of mating.

These are examples of the behaviour of dominant males and their function is to ensure that females are able to select the fittest among rival males even though the behaviour of males may handicap the individuals concerned. In some species males may have to fight rivals in order to attract attention in others. In other species attention may be obtained by displays of colour or more overt physical behaviour or by possession of better resources. While such behaviour may not usually be interpreted as courtship, in fact the male is intent on displaying his potential in order to attract mates.

Courtship may also include the male bringing gifts to the female, or placating her in some way before mating. This behaviour is common amongst spiders and some insects.

There are few species where the females of the species, as in the phalarope, initiate courtship behaviour. In these cases the more common role is reversed between the sexes.

Examiners should give a maximum of **[13 marks]** if essays are limited to description only. The command term 'account for' requires the candidate to give a reasoned case for the existence of the phenomenon of courtship behaviour.

Delinquency and crime

22. To what extent can the claim be justified that criminality is learned behaviour?

[25 marks]

The formulation of the question requires a judgement on the part of the candidate. A maximum of *[13 marks]* should be awarded if the essay is wholly descriptive in content. Accounts of learning could be based on classical or operant conditioning, or both. Social learning claims should certainly be credited, even where this is expressed in terms of social cognitive theory. It is possible that astute candidates may also earn marks by making the point that social learning theory differs radically from learning models based upon classical or operant conditioning, since it focuses on learning through imitation and suggests that knowledge exerts control over behaviour. This is in contrast to the anti-mentalism of some adherents of operant conditioning.

Alternative explanations of classical and operant behaviour may be linked with concepts derived from the psychoanalytical perspective or a cognitive approach. The Mowrer-Miller two process theory is an example of the former while Aronfreed's claims for internalisation of cognitive representations and evaluation of individual behaviour can be used to support a cognitive explanation. If the social learning approach is used then the concept of imitation may be linked with the psychodynamic concept of identification. The latter regards this as a way of coping with loss of love, or having harm inflicted from a parent, where the SLT suggest that children identify or imitate a model which displays a power to control rewards.

It is not necessary for the candidate to examine all of the explanations offered above. An in-depth consideration of two explanations may well gain full marks.

23. (a) **Use relevant studies to describe family factors which contribute to crime and delinquency.** [13 marks]

Given the emphasis of the question on ‘relevant studies’ candidates who merely describe family factors in general should be limited to **[3 marks]** for this part of the question. Family factors may be genetic in derivation, or environmental or, as is more often the case, a combination of the two. Many studies are available for candidates to use and these could include the Cambridge study (Farrington and West) and the Massachusetts studies. (Snyder and Patterson). Bowers and Walters suggest that parents of delinquent children are more likely to use ridicule and physical punishment than other parents. Humiliation, and threats which are not followed up also feature strongly in such families. (Patterson).

- (b) **Discuss the function of appropriate rewards and punishments within families.** [12 marks]

In assessing part (b) of the question, examiners should be careful not to double credit material what has already appeared in part (a). Part (b) is the evaluative element of this question and long description are not required here. As relevant examples candidates could consider the notion that parents of children who become delinquents are more likely to react with irritation and use coercive interaction with the child. Parents of thieves tend to be uninvolved with their children, and display a lax style of punishment for antisocial behaviour, (Maccoby and Martin). Lack of family attachment is more apparent in boys than girls, and this factor is strongly related to delinquency, (Canter 1982). Parents who use withdrawal of love as punishment or use an overt declaration of love as a reward often do so in a mechanical way, and they generate hostility from their children who then turn to more outside influences.

24. **Describe one theory of identity development and assess its usefulness in explaining criminal behaviour.** [25 marks]

In assessing answers to this question examiners should allocate a maximum of **[13 marks]** for the description of identity development and a maximum of **[12 marks]** for its assessment in relation to criminal behaviour.

Several theories could be used to answer this question and examiners should be reasonably flexible in their acceptance of such theories. For example contributors could include Piaget, Freud, Eysenck or Kohlberg, or the more recent work of Wilson and Herrenstein. Examiners should not accept identity development theory which has no possibility of being related to the second part of the question, and such attempts should be awarded no marks. Essays which focus on the development of morality or on a biological basis for personality could certainly be relevant.

The candidate is required to make assessment of the chosen theory to gain good marks on the second part of this question. This should examine its strengths and weaknesses as an explanation for criminal behaviour and it is perfectly acceptable to do this by means of comparisons with other theories and studies. High marks should only be awarded where the candidate focuses on the usefulness of the theory in explaining criminal behaviour.

Dysfunctional behaviour

25. Analyse the methodological, and ethical and cultural issues relating to the study of schizophrenia.

[25 marks]

This question requires the candidate to produce a closely argued, detailed examination of the methodological and ethical/cultural issues surrounding the study of schizophrenia. Relevant issues may therefore relate to research into the classification and diagnosis of the disorder, into suggested aetiologies, or into treatment/therapy. Candidates will need to present a well-structured essay, in order to deal effectively with the wealth of potentially appropriate material.

A range of approaches to answering this question may be offered. Give credit for those focusing on the issues, awarding marks in lower bands for simple description of research/theory findings.

A range of relevant material (following a brief informed description of the disorder, *e.g.* using DSMIV diagnostic criteria) could include, for instance:

Methodological issues

- Can classification be effectively made?
Consider diagnostic bias in Russia where political dissidents were often defined as schizophrenic and 'legitimately' removed from society, confined and 'treated'.
- Is diagnosis reliable?
This implies a totally objective and accurate system of diagnosis but differences in rates of diagnosis of schizophrenia may reflect cultural variation, *e.g.* in some cultures the symptoms (strange visions, speech and behaviour) might be regarded as sacred, an example of the inter-relationship between cultural and methodological issues.

Cultural issues

- A culture bound or culturally universal syndrome?
Compare universal core symptoms of schizophrenia (*e.g.* incoherent thought patterns and speech) with cultural variation in the precise form the symptoms take, the reasons for the onset of the disorder, and the prognosis for recovery.
- Cultural explanations rather than biomedical - Lin and Kleinmann.
Individuals with schizophrenic behaviours are more likely to recover in a non-industrial than an industrial society because the former are less individualistic and competitive and provide more family and social support.

Ethical issues

- Should 'sufferers' be the subject of study?
Dignity of individual compromised, 'labelling', lack of opportunity to conduct controlled research, *etc.* 'At risk' studies, *e.g.* Hartmann *et al*, longitudinal interviews acceptable but results not immediate, *etc.*
- Should diagnosis be made, considering the difficulties of classification?

Better quality answers will provide a balanced consideration of each of the three types of issue. However up to [20 marks] may be earned.

26. (a) **Outline the *diagnostic* procedures adopted by *one* classificatory system of dysfunctional behaviour.** [13 marks]

Part (a) is a straightforward invitation to demonstrate knowledge and understanding of the diagnostic procedures adopted by a classification system. In selecting, for example, DSM rather than ICD, candidates will be focusing on the requirements of the question, since the major function of the latter is for the collection of health statistics so it does not include diagnostic criteria.

A brief summary of the basis on which an individual is determined as requiring professional help should include reference to degree of functioning in daily life, and extent of personal suffering and distress, followed by description of the multi-axial assessment, including both classification and other factors to be considered when making a diagnosis.

- (b) **Evaluate both practical, ethical and cultural implications arising from the use of this classificatory system.** [12 marks]

Part (b) answers should focus on an appraisal of the practical and the ethical/cultural implications arising from the use of this system. Relevant practical considerations should include the purpose of a classification system, and whether this is achieved - reliability (aetiological, concurrent and predictive), and validity. Cross-cultural variation in what constitutes particular disorders may be discussed, *e.g.* neurasthenia only in the CCMD yet incorporating similar symptoms to those found in both a mood disorder and an anxiety disorder, in DSM. The 'labelling' issue (Goffman, Scheff) is likely to be identified by most candidates as a key ethical consideration when applying a classification system.

Answers dealing with only two of the three implications should attract no more than [9 marks]. Essays providing a considered appraisal including benefits and drawbacks of each type of issue should attract marks in the higher bands.

27. With reference to *one* dysfunctional disorder, describe and evaluate physical *and/or* organic treatments.

[25 marks]

This is a question requiring the candidate to demonstrate an understanding of the relationship between assumed aetiology of a disorder, and the resultant treatment - in this case biomedical explanations and physical or organic treatments for dysfunctional behaviours. A description of a selected disorder and the biomedical explanations for its cause - making clear the underpinning assumption of the model, that dysfunctional disorders are caused by biological factors - will allow for an explanation of treatments available in order to 'cure' the patient. For example, drug treatments for a specific disorder - phenothiazines used in treatments for schizophrenics; lithium carbonate for manic-depression; MAO inhibitors for depression and agoraphobia, *etc.* may be described; and ECT for severe depression.

The important evaluation element may be achieved by considering effectiveness of each type of treatment, with reference to empirical research, and a brief consideration of ethical implications arising from use of these treatments. An additional form of evaluation which may be offered is a brief comparison with an alternative form of treatment/therapy for the selected disorder.

Award a maximum of [13 marks] for essays which simply describe a disorder and appropriate biomedical treatments. Essays that focus on the four perspectives of the course and their treatments should not be awarded marks as this does not answer the question.

The psychology of gender

28. Using psychological research and theory, examine the statement,

“Structural and personal barriers impede women’s progress within organisations.”

[25 marks]

Answers to this question **must** engage with the statement, enquiring into the notion of gender inequalities in opportunity for promotion within organisations.

Examples should be offered, and potential explanations for such differences provided **and** evaluated. Better quality essays will probably demonstrate how underpinning values and stereotypes can affect a woman’s progress within an organisation. For instance the stereotypes of male assertiveness/aggression and female concern with relationships may be examined, and linked to a ‘tough’ approach to decision-making or to a more tender approach, taking people’s feelings into account thus presenting potential conflict and barriers to promotion for some women. Cultural variation may be considered, with the norm in some societies being that ‘masculine’ approaches are considered effective whilst in others the norm is that ‘feminine’ approaches are preferred, with resultant implications for management style.

Issues such as policies concerning child care provision may be examined, with examples offered of cultural variation, *e.g.* Yuchtman-Yaar and Gottlieb (1985), Scandinavian government policies. Relative power is an important issue in this question. Candidates may wish to explore power sharing organisations in comparison with those where males develop policies which may effectively omit concern for female needs in the workplace, looking at the influence of cultural norms in this area – Scandinavian countries, Japan, Venezuela and Italy.

Essays providing a critically evaluated argument supported by psychological research and theory should attract marks in the higher bands. Essays omitting such evidence should attract a maximum of *[13 marks]*.

29. **To what extent are differences in intellectual abilities and social behaviours determined by gender?**

[25 marks]

The implied debate to be considered in this question is that of biological determinism as an explanation of gender differentiated achievements and behaviours, in comparison with environmental accounts. The extreme view of individual differences having their roots in genetic coding with little part being played by social/environmental factors may be challenged in a variety of ways. However, an informed judgement **must** be based on a consideration of both approaches using psychological theory and/or research to support argument. Answers lacking evidence can only attract marks in the lowest bands.

A range of research may be offered in support of either biological explanations or those focusing on the social construction of gender differentiation. Give credit for a well-structured, well supported essay resulting in an informed conclusion. More thoughtful accounts may well argue for an interactionist approach, having considered and acknowledged the difficulties for research methodology in attempting to disentangle innate from acquired attributes.

Answers considering only variation in intellectual abilities **or** social behaviours should attract a maximum of **[13 marks]**.

30. (a) **Outline *one* major explanation of gender identity development.**

[10 marks]

The development of gender identity – an individual’s understanding/awareness of her/him self as a member of a particular sex – has been explained from a variety of theoretical approaches. Candidates may offer, for example, the psychoanalytic, the social learning theory and social cognitive theory, the cognitive-developmental or biological/biosocial explanations. Award marks for a clear definition of gender identity and identification and demonstrated understanding of underpinning assumptions about the acquisition of gender identity from one approach.

- (b) **Compare this explanation with another psychological interpretation of gender development.**

[15 marks]

A comparison requires the identification and discussion of both similarities and differences between explanations. This may be achieved through consideration of underlying assumptions about how children develop a gender identity and an understanding of socially acceptable behaviour, with an examination of evidence supporting or challenging each theory. Similarities and differences may be dealt with concurrently or sequentially.

(Award a maximum of **[7 marks]** out of a possible **[15 marks]** for appropriate description **only** of an alternative explanation, or for **either** differences **or** similarities.)

Intelligence and personality

31. Examine the controversies associated with the use of intelligence testing. [25 marks]

A theoretical description of intelligence as conceptualised within the field of psychometrics would be appropriate. The candidate may include considerations of intelligence as a cultural construct and the difficulties involved in using “fair” intelligence tests in multicultural societies. In some countries intelligence tests have been used to categorise children with respect to access to education and employment for adults. The attempts at developing culture-fair tests may be included but general theoretical descriptions of intelligence would be inappropriate. Candidates might take an historical approach to this question. A critical appraisal should include methodological as well as cross-cultural considerations. Descriptions of intelligence tests without discussing the controversies should not gain more than [5 marks]. Discussion of aptitude tests, such as the Scholastic Aptitude Test, alone should not earn marks.

32. Compare type and trait theories of personality. [25 marks]

The similarities and differences between type and trait theories of personality should be discussed with references to appropriate examples. An understanding that trait refers to continuous dimensions whereas type imply distinct and separate categories should be clearly understood by the candidate. Considerations of both strengths and weaknesses should be included. Any trait theory could be included *e.g.* Cattell, Eysenck *etc.* Methodological references are particularly appropriate since some of the trait theorists provided important attempts at using scientific methodology.

Descriptive accounts should not receive more than [13 marks].

33. Assess the interaction between genetic and environmental factors in the development of intelligence *or* personality. [25 marks]

Candidates should identify whether they will discuss intelligence or personality. A good answer would highlight the interplay between both factors with inclusion of the social and cultural influences as well as considerations of genetic predisposition, the emphasis is on the word **interaction** which implies interconnection rather than either / or alternatives.

Methodological criticism, if intelligence is chosen (Burt and Jensen, contradicted by Kamin), is plentiful. Discussions of twin and adoption studies would be relevant. Answers centred around the use of intelligence testing only are not relevant and should get no credit. Piagetian notions of cognitive development are not appropriate, given that this section of the syllabus deals with intelligence as a dimension of individual differences.

Discussions related to intelligence and development could also deal with deprivation studies, the effects of poverty and other factors known to result in lowered measured intelligence.

Higher band answers could consider how the theory and research under discussion defines the mechanism of interaction and provide critical evaluation of the explanation proposed.

Life span psychology**34. Identify and describe psychological studies of attachment and separation. [13 marks]**

Answers would identify empirical research which may include the work of Bowlby, Ainsworth, Spitz, Kaplan, Hazen & Shaver, Simpson or others. A definition of attachment may precede the discussion of the empirical research. Theoretical discussions (Freud, Erikson) without reference to empirical findings should receive little credit. The candidate may choose two or three psychological studies and describe them in detail or may provide an overview including several research studies.

To what extent do these studies indicate that separation during childhood may affect adult development?

[12 marks]

Good answers to part (b) of the question should focus on the specifics of adult development and the debate as to the extent that it may be affected by early attachment and separation. The candidate may focus on deviant behaviour (Bowlby's studies on delinquency) or normal development (adult forms of love, Hazen & Shaver). Candidates capable of offering contrasting viewpoints and including informed evaluation will earn higher marks. Purely descriptive accounts should not receive more than **[5 marks]** out of the **[12 marks]** for part (b).

35. (a) Compare two theories of adolescence. [15 marks]

The understanding of similarities and differences between two theories of adolescence will be more successful if the candidate chooses two differing types of theories of adolescent development. Theories that deal with normalcy (Coleman & Hendry) could be contrasted with “storm and stress” viewpoints or the necessity of crisis (Erikson, Marcia). Purely descriptive accounts **without** the inclusion of similarities and differences should not receive more than **[5 marks]** for part (a) of the question.

(b) To what extent do these theories address cultural differences? [10 marks]

Candidates should demonstrate awareness of the lack of a universally accepted definition of adolescence. Development during adolescence may be affected by family structure and cultural values. Offer et al.'s multicultural research highlights the concept that adolescence may be a social construction affected by several sociological factors. The work of Mead and the controversies surrounding it could also be appropriately included. The theories referred to in part (b) of the question do not have to be the same as those discussed in part (a). Evaluative criticisms (*i.e.* male centred research, methodological limitations) would be relevant.

36. Analyse alternatives to the experimental method in life span studies in psychology. Provide specific research examples.

[25 marks]

Candidates must focus on at least two alternative methods. Reference to specific studies is required. The alternative methods may include any of the following methods:

- longitudinal studies
- cross-sectional studies
- cross-cultural studies
- case studies
- observational research studies
- surveys and self-reports
- correlational studies

The studies may refer to human or non-human animal studies as long as the latter refer in specific ways to life span psychology.

The ability to include informed evaluation (as opposed to descriptive), including references to issues such as cross-cultural applicability, issues of replication, bias or ethics would attract high marks. As an example, self-reports are likely to be biased since memory for past events may be poor (mothers do not always remember when their children achieve some developmental landmarks). Self-reports may also lead to providing socially acceptable answers.

The migrant, sojourner and tourist experience

- 37. Explain the role of perception and interpretation in intercultural communication.**

[25 marks]

A good answer should include a broad range of related topics and issues. The better answers will discuss perception as a social construct dependent upon experiential and environmental factors. These, of course, are mediated through culture. How we interpret the world around us is shaped by the social context from which we view it. Topics including schematic processing, stereotypes, attribution, social cognition, *etc.* are all relevant if they can be applied to the process of intercultural communication. Candidates should receive high marks for an exploration of these and others, as long as they are integrated into the essay's intercultural mandate. The best essays will imply that intercultural communication is much more than an awareness of cultural differences and customs. A variety of psychoanalytical processes underlie cross-cultural communication.

- 38. What problems do migrants *and* sojourners face in the development and maintenance of their personal identity?**

[25 marks]

General issues of identity formation can be considered along with a discussion of the particular problems faced by those growing up abroad. Answers do not need to be limited to adolescent development, for personal identity is a lifelong process of impression formation, change, and maintenance in the context of life events. The problems faced by migrants and sojourners during identity formation and maintenance follow the same dynamic patterns which their counterparts at home experience. However, the problems for the migrant/sojourner tend to be exacerbated by the unfamiliar cultural stimuli surrounding them. A subtle answer which explores the complexity of personal identity in unfamiliar environments will earn the highest marks. The very highest marks should be awarded to candidates who treat migrants and sojourners as separate classifications, with, of course, some shared problems.

- 39. (a) Describe the positive and negative psychological effects for tourists visiting a foreign country for the first time. [15 marks]**

Part (a) of the question *[15 marks]* invites a broad spectrum of psychological effects. The question calls for positive **and** negative effects so answers which lack a balance between these two should receive fewer marks. Negative psychological effects may include some of the following (there could be others as well): anomie, displacement, value conflicts, stress reactions, loss of self esteem, various physiological reactions, depression, stigmatisation and marginalisation and their effects. Positive effects include, amongst others, increased social skills, greater cultural sensitivity, and opportunities for personal growth in a variety of forms.

- (b) What role do mental maps play in the success or failure of tourist experiences? [10 marks]**

Part (b) of the question *[10 marks]* concerns mental maps. Well prepared candidates should be able to construct an answer which discusses cognitive maps, schema, *etc.* and how these contribute to the success or failure of the tourist experience.

Organisational psychology**40. (a) Account for *two* barriers to communication within organisations. [13 marks]**

Examiners are cautioned to award marks for **two** and only two barriers to communication. Any mention of additional barriers, unless absolutely essential to the discussion, should receive no credit. Barriers may range from physical ones (*e.g.* directors working in separate rooms from other employees, in contrast to many organisations in which they work within the same environment), to diverse linguistic and psychological barriers. Such factors as hierarchical communication systems rather than horizontal ones, misinterpreted NVC, differences in expectations and protocol, value conflicts, and cultural misunderstandings, may all be seen as barriers to communication within organisations. Candidates should clearly write on **two** of these (or others) and explain their subtleties.

(b) How successful have been attempts by psychologists to overcome the communication barriers that you have identified in part (a)? [12 marks]

In part (b) candidates are asked to provide an informed opinion which is supported by research. In order to gain full marks **[12]** candidates must construct a well-written essay which explores the fact that the record of success is a mixed one. When psychological theory is integrated into receptive organisations then the possibility of reducing communication barriers is strengthened. On the other hand, the rate of success is dependent on a substantial understanding of organisational dynamics. For many organisations this involves an enormous effort. Award high marks for a clear exploration of these and other relevant points.

41. Identify and explain the sources of physiological *and* psychological stress within organisations. [25 marks]

This question may prove to be popular. Examiners should ensure that the candidate has done two things well before awarding high marks: (1) identified the sources of stress and (2) explained them. Furthermore, both physiological **and** psychological stress should be included within the essay. As stated in the question the task for the candidate is to address the sources and not the effects. Award higher marks only when this has been done. There are numerous sources of organisational stress and since this is basically a descriptive response candidates should be able to provide several sources which are relevant. The best essays will address the psychological needs of workers and the availability of channels of communication to process these needs. Empirical support is expected in this essay for both physiological and psychological sources. Any candidate who fails to mention at least a few studies should receive no more than **[13 marks]**.)

- 42. Compare any *two* theories of motivation which can be applied to job satisfaction within organisations.**

[25 marks]

There are several theories of motivation, but a rather limited number which can be adequately applied to job satisfaction. Herzberg's two factor theory and McGregor's Theory X and Theory Y are two of the more prominent ones. A number of reinforcement theories may be appropriate as well as theories from humanistic theorists (*e.g.* Maslow) which point to an hierarchical structure of human needs which include self-esteem and creativity within the workplace. This question provides an opportunity to integrate the work of sociologists and other interested researchers. For this reason candidates should be given a wide choice of theories, as long as they are relevant to the question. The candidate must compare the selected theories. An essay which lacks this comparison should receive no more than ***[12 marks]***.

Social psychology

43. **Assess the validity of the claim that interpersonal aggression may result from attribution errors. How might these errors be prevented?** [25 marks]

It is important that candidates address two topics with precision and competence: (a) a psychological account of interpersonal aggression (**not** non-human animal aggression, although under special circumstances non-human aggression could be brought into the essay, but only with a minimum of attention), and (b) attribution theory. Discussing only one of the two in detail can only earn a maximum of [12 marks]. Candidates must also argue for or against the statement that interpersonal aggression may result from attribution errors. There is sufficient attribution research to suggest that aggression may result from misinterpreting the behaviour (or behavioural intentions) of others. This can, of course, be seen on a larger scale where, for instance, a nation's leaders formulate foreign policy based on perceptual and cognitive errors (including attribution errors). Candidates should be given wide discretion for the position they take, as long as they can find psychological support for their comments. They should also include some suggestions for preventing attribution errors, including, perhaps, being aware of them in the first place.

44. (a) **Outline the major concepts of *either* social identity theory *or* social representation theory.** [15 marks]

Candidates have a choice either social identity theory or social representation theory. Ignore any material which discusses the other theory.

Part (a) [15 marks] requires description only (that is, a brief discussion of the major concepts of one theory). Candidates can gain high marks for accurately and concisely outlining the major concepts.

- (b) **How might this theory be applied to individuals from societies where identity is largely socially constructed?** [10 marks]

Part (b) [10 marks] asks for an application of the theory (in this case to individuals living in societies where identity is primarily a social construction). Of course, one can argue with authority that all humans have socially constructed identities. The question, however, is referring to societies (probably thought of as “collectivist”) where identity is often shaped by group affiliations. Certainly, this involves some degree of generalisation, but there is a distinction and candidates should be able to point it out. In order to gain the maximum points for part (b), candidates must discuss if the selected theory is applicable to a collectivist type of society.

- 45. Refer to empirical research to illustrate the distinction between social facilitation and social loafing.**

[25 marks]

This question may attract weaker candidates, however it is a very focused question dealing with subtle distinctions between social loafing and social facilitation. More astute essays will express this rather than the black and white thinking that claims the two are opposites. Essays making such simplistic claims should be awarded no more than *[13 marks]*.

Candidates who do not refer to empirical research should be awarded no more than *[5 marks]*.

There is an abundance of research on these topics. In some literature social loafing may be termed social apathy, but there is some distinction between the two. However, with the diversity of textual treatment of their phenomena, accept social apathy and social loafing as one and the same.
