

MARKSCHEME

November 2002

PSYCHOLOGY

Higher Level

Paper 2

SECTION A

Read the following research report carefully, and then answer **all** the questions.

The allocation of marks for each question is indicated in the margin.

1. (a) **Define validity.** **[1 mark]**

Award **[1 mark]** where candidates clearly define the concept of validity as when the scale “measures what it is intended to measure”.

- (b) **Explain what is meant by saying that the depressive feelings scale was valid.** **[1 mark]**

Candidates should state how scores on the depressive feelings scale measure the actual depressive feelings of the individual.

2. **State two possible operationalized alternate hypotheses for this study.** **[6 marks]**

[1 mark] for correct variables identified, **[1 mark]** for direction of prediction, and **[1 mark]** for operationalization of each hypothesis. “There will be a negative correlation between mean scores on a social activity scale and mean time spent using computers” and “There will be a positive correlation between mean scores on a depressive feelings scale and mean time spent using computers.”

3. **Explain why it is important for psychology researchers to obtain informed consent from their participants.** **[2 marks]**

Give full marks to candidates who show an understanding that informed consent means that participants are given a reasonable amount of knowledge to allow them to make a decision on whether or not to participate in the study.

4. (a) **What is meant by stating that a random sample was used?** **[1 mark]**

[1 mark] for responses indicating that each person in the target population has an equal chance of being selected to participate in the study. Candidates must include reference to equal probability of selection in order to earn the marks. Responses such as “haphazard”, “drawn by chance”, and similar are unacceptable.

- (b) **State two methods that may be used to obtain a random sample.** **[2 marks]**

Any method that allows for equal probability of everybody in the target population being selected would be appropriate here. For example, drawing names out of a hat, assigning a number to each person and using a random number generator/table or computer are appropriate. “Using a computer” is not an appropriate answer unless supported with an explanation of how each person has an equal opportunity of being selected.

5. (a) Was a representative sample used in this study? [1 mark]

Award [1 mark] for the answer stating that it was not a representative sample.

- (b) Give two reasons for the answer in (a). [2 marks]

The [2 marks] come from an explanation as to why this sample was not representative. Appropriate answers could discuss how the sample was drawn from a list of people who had recently bought computers so there is an economic bias in that participants will have had monetary resources or that the list of names was generated from only one computer store which limits the number of people available for participation, only males were selected, age, and/or the experiment does not control for participant variables such as experience in using computers.

- (c) Why is it important that a representative sample be used in research? [1 mark]

Award [1 mark] for answers referring to generalizability.

6. Describe the strength and direction of the relationship between the following sets of variables:

- (a) social activity and computer use; [2 marks]

Award [1 mark] for the direction of the relationship (inverse/negative) and [1 mark] for the strength of the relationship (strong).

- (b) depressive feelings and computer use. [2 marks]

Award [1 mark] for the direction of the relationship (direct/positive) and [1 mark] for the strength of the relationship (weak).

7. Roughly sketch a scattergram that represents the results found for the following correlations: (Note: no graph paper is required.)

- (a) social activity and computer use; [3 marks]

- (b) depressive feelings and computer use. [3 marks]

For each of (a) and (b) award [1 mark] for the correct direction being discernible (a) negative and (b) positive. Award [1 mark] each for appropriate spacing of the points plotted with (a) being more tightly grouped than (b). Award [1 mark] each for appropriate labels on the graph.

8. (a) **What level of significance was achieved for the correlation between social activity and computer use?** [1 mark]

$p < 0.05$, 5 % level of confidence.

- (b) **Explain what this level of significance means.** [3 marks]

There are several possible answers that are acceptable. Award [3 marks] to candidates who state that the probability of obtaining this correlation by chance was 5 % or less. Award [2 marks] for responses mentioning that the null hypothesis can be rejected, that it would happen only 5 times or less out of 100, or something of this nature. Award [1 mark] for very generalized explanations where it is clear that the candidate is referring to significance.

9. **State two relevant ethical issues and give a reason why each might be of particular concern in this research study.** [4 marks]

Award [1 mark] for each ethical issue and an additional [1 mark] for how this issue is related to the current study. Any ethical issue related to humans could be acceptable if clearly linked to the current study. These could include anonymity, right to privacy, confidentiality, debriefing, professionalism, etc.

10. **The local newspaper claimed that there was “conclusive proof” that increased computer use caused depression. State and discuss two reasons why this claim is mistaken.** [6 marks]

Award [1 mark] for identification and a further [1 or 2 marks] for explanations of each of the following, depending on accuracy and clarity of response:

- correlational studies do not demonstrate or claim a cause and effect relationship. Thus, the claim of “conclusive proof” that increased computer use “caused” depression is erroneous and misleading.
- with a correlational value of 0.24 ($p > 0.05$), although there is a weak positive correlation between depressive feelings and computer use, this result is not statistically significant as the calculated (r) fails to meet the critical value for probability at the 0.05 level, so again the claim is erroneous.

Candidates may also make the case that the scale was technically measuring “depressive feelings” and not “depression” as in the clinical definition, so again the article was mistaken in its conclusions.

- 11. State *two* methodological flaws, other than sampling, in this research and explain how each could have been avoided.** **[4 marks]**

Award **[1 mark]** for each methodological flaw that is identified and **[1 mark]** for how each might have been avoided. Possible flaws include gender and having participants keep a computer diary to log their use.

- 12. Did this study use qualitative or quantitative methods? Explain your answer.** **[2 marks]**

Award **[1 mark]** for stating “quantitative” and **[1 mark]** for the explanation that there were quantifiable measures being used throughout the study, *i.e.*, the psychological scales. Alternatively award **[1 mark]** for stating “qualitative” since the use of diaries may be regarded as qualitative.

- 13. Representatives of a computer company read the results of this research and were dismayed at the negative light this shed on the use of computers. They decided to carry out a study to investigate the possible positive consequences for computer users. Describe how a qualitative study might investigate one positive consequence for computer users.** **[3 marks]**

Award **[1 mark]** for an appropriate positive outcome that has been clearly identified. This may include, but is not limited to, increased interaction between people living at far distances from each other by use of the Internet, the use of educational software to aid the learning process, individualized instruction provided by educational software, enhancement of the work environment by facilitating communication and manipulation of data, or educational opportunities created by the use of distance learning. Award **[1 mark]** for an appropriate qualitative method identified. These may include any method that collects descriptive or narrative data such as interviews or observational studies. Award **[1 mark]** for the appropriateness of the selected method to investigating the positive outcome stated and a clear description of the methods used.

SECTION B

Answer **two** questions, each chosen from a different Optional Subject Area. Marks will be awarded for clear presentation of **theories**, inclusion of appropriate **empirical studies** and **evaluative arguments**.

Biological bases of behaviour

14. (a) Describe **two** studies of bodily rhythms.

[12 marks]

Several examples are available to candidates for answers to part (a). It is likely that candidates will choose studies associated with Siffre, Dement, Gardner or Tripp. It is equally valid for candidates to offer animal experiments such as those performed by Rechtschaffen on rats that were subjected to total sleep deprivation. Candidates might also be able to include the post-incident studies relating to the causes of the nuclear incidents at Three Mile Island or Chernobyl. Other examples may be equally valid but in each case the concept of bodily rhythms should be addressed.

(b) Discuss ways in which a knowledge of bodily rhythms has been used to help individuals to cope with the adverse effects of interruptions to bodily rhythms (e.g. jet lag, shift work).

[13 marks]

Candidates may write on the use of melatonin to combat jet lag, or the advice given to shift workers on how to gradually adjust their sleeping times to deal with their new work hours. Candidates may also show knowledge of drug stimulants for emergency occasions when doctors, nurses, fire fighters *etc.* need to be in constant action.

15. To what extent are physiological mechanisms involved in emotion?

[25 marks]

Although this a straightforward question, it is essential that candidates make a judgment, based on the evidence that they present, in order to gain high marks. Those who fail to offer such judgment should be limited to [12 marks].

Examiners should look for empirical studies indicating that physiological mechanisms are involved in emotion. Numerous studies are available relating to increased release of excitatory substances across the synapse and subsequent firing of neurons, increased heart rate, (e.g. Cannon and Bard, Kluver and Bucy, Papez). Candidates should know that other studies caution that it is not the mere increase in physiological activity alone that causes emotion. It is also the social environment that is crucial to feelings of emotion. The classic studies of Schachter and Singer and other relevant psychologists such as Lazarus or Dutton and Aron may be cited. Interviews with war veterans with spinal injuries also relate to this question.

- 16. Explain how split brain studies have enabled psychologists to understand ways in which each hemisphere contributes to behaviour.**

[25 marks]

Candidates should indicate that split brain studies focus on lateralisation of function in the two hemispheres of the brain. While investigations have found that some processes are common to both parts, most processes are lateralised into one hemisphere or the other. Candidates may cite evidence supporting this notion from the early work of Broca and Wernicke on aphasia. However the fundamental studies should be focused on those of Gazzaniga and Sperry, although some of the former's claims have subsequently been revised by Zaidel. Some candidates may also be aware of the Wada test (Wada and Rasmussen) in which one hemisphere is temporarily anaesthetized. The limited functions shown in the other hemisphere confirm those claimed by split brain studies.

Anecdotal material should not receive credit. Candidates should identify the specializations of each hemisphere and the ways these contribute to behaviour. They may also comment on the report by Sperry that the functions of each hemisphere overlap to some extent.

Candidates who write about lateral specialization without support from empirical studies should be limited to ***[13 marks]***.

Comparative psychology

17. The ability of animals to learn varies from one species to another.

This question is derived from the section of the syllabus related to evolution, genetic and environmental factors, but it is perfectly acceptable for information from other parts of the syllabus to be used (*e.g.* the behaviourist approach) providing these are made relevant.

(a) Account for such differences.

[12 marks]

Answers may come mainly from the fields of evolution, genetics and environment based upon Darwinian concepts. These could be expanded to include examples from a large range of animal behaviour. Candidates may know, for example, Seligman's proposal that some species are more biologically prepared than others to learn from their experiences in a changing environment. In such cases these animals are more likely to avoid extinction because of their ability to learn. Those animals which depend more on their ability for survival than on innate mechanisms may also survive better in changing environments, although there are many exceptions to this generalization.

(b) Discuss what psychologists have discovered from their study of specific non-human animal species about their ability to learn.

[13 marks]

Candidates may offer broad conclusions or more specific concepts based upon learning in specific animals. A broad conclusion may be exemplified by the claim that many psychologists acknowledge that certain species are genetically programmed to learn specific behaviour, and that no amount of trying will enable other species to learn in a similar way. More specifically, male song birds that are isolated from others of their kind will not produce the adult version of their song in adulthood. Kawai's observations of Japanese macaque monkeys washing sand off sweet potatoes may be discussed. Candidates may also offer relevant material from behavioural or cognitive psychology that relates to animal learning *e.g.* Tolman, Skinner or Pavlov, but answers must relate to the question.

18. Compare courtship behaviours in different non-human animals. [25 marks]

Examiners are reminded that “compare” goes beyond mere description and should also include similarities and differences. Candidates who offer description alone should be limited to a maximum of **[12 marks]**.

Courtship infers a period of time, prior to mating, in which animals impress their partners with their potential ability as fit parents for their future offspring. The vast majority of animal species are not involved in courtship before mating and such examples should not be awarded marks if they are offered. Courtship is usually best known among some species of mammals and most species of birds. Candidates may differentiate between species in which males are the main instigators of courtship and the relatively few examples in which females take the lead role. They may also point out that courtship often involves a demonstration of aggressiveness against rivals, of food gathering skills, and of providing a good nest site or its equivalent. There are many exceptions or differences in courtship. Male ostriches play little part in raising a family after mating, whereas in the three-spined stickleback the male is entirely responsible for ensuring that the eggs of his mate are successfully hatched.

Examiners will need to look for work that shows differences and similarities. Essays that merely list and describe different courtship activities, however long, detailed and impressive, should still be limited to **[12 marks]**.

19. Explain how the study of non-human primates has contributed to an understanding of human language acquisition. [25 marks]

There are many studies available to candidates in which researchers have attempted to teach some form of language to various primate species. What is important in their answers is for candidates to relate these findings to the way humans acquire language. Candidates who just present research on primate language teaching without connecting this to human language acquisition should receive a maximum of **[12 marks]**.

Candidates may show that following the first failed attempts to teach language to primates, Vygotsky indicated how researchers did not appear to realize the difference between human language and human speech. *i.e.* if chimpanzees lack the physiology for human speech they will not be able to make a human sound. Hence the move towards using ASL, plastic symbols or a computer keyboard for primates to learn language and the work associated with Washoe, Sarah, Lana, Koko and Kanzi and the more recent work with Panbanesha.

Informed candidates will be aware that each of these studies can help explain some of the features of human language acquisition. It is probably the work by Savage-Rumbaugh *et al* with the bonobo Kanzi that will give most information here. The comparison of Kanzi with that of the child Alia in learning language illuminates many features, including that of acquiring a lexical syntax without the aid of formal training. Kanzi, like Alia, does not need formal training and does not need to imitate in order to see meanings in symbols.

Delinquency and crime

20. (a) **With reference to empirical evidence, briefly describe family factors that appear to characterize the development of criminal and delinquent behaviour.**

[13 marks]

Three family factors consistently characterize the families of delinquents – parental disharmony, which may in turn be related to greater family conflict, and also physical abuse of children; large family size; and a harsh, rejecting style of parenting, which is also related to styles of discipline used within the family.

Relevant research includes studies by West; McCord; Loeber *et al* on parental disharmony; studies by Fischer; West; and Hirschi on the impact of large family size, and numerous studies on the style of parenting and discipline including those by Hoffman; Bandura and Walters; Hetherington and Martin; and Patterson.

Patterns of family interaction and parental deviance are among other family factors that are relevant.

Candidates should briefly describe several relevant factors. For maximum marks for this section, look for a clear and concise summary, supported by empirical evidence.

- (b) **To what extent do family factors contribute to the development of criminal and delinquent behaviour?**

[12 marks]

Because psychologists have traditionally focused on the family as the primary agent of socialization, there are numerous studies which suggest the importance of the family environment. Family variables have been shown to differentiate delinquents in both cross-sectional and longitudinal research designs. West also notes that a small number of families account for almost half of all convictions. However, it is likely that there are several problems with the research, which remains correlational rather than causal. The relative importance of different variables is unclear – indeed there is probably a complex web of interactions.

Candidates may refer to other social, environmental or biological factors as also being contributors to the development of criminal and delinquent behaviour. But the focus should be on the relative importance of family factors.

For maximum marks for this section, look for a clearly reasoned argument and evaluation, supported by empirical or theoretical evidence where possible. The candidate is being invited to make a judgment having weighed the strength of opposing views.

21. Discuss the role of social institutions in the development of criminal and delinquent behaviour.

[25 marks]

Social institutions include schools, universities, religious organizations, prisons, the family (as a social institution) and civic groups which actively promote social causes. These various social institutions play an important role in instilling social skills in individuals and developing their attitudes towards society. Candidates should consider how the social institutions develop attitudes towards appropriate and inappropriate behaviour. Research studies consistently identify and support the existence of a number of environmental factors associated with the onset of criminal and delinquent behaviour. Early studies by Healy; and Glueck and Glueck indicated adverse family environments for delinquents. This has since been replicated in longitudinal studies such as the Cambridge study (Farrington and West) and many cross-sectional studies *e.g.* Hetherington and Martin; Snyder and Patterson; Loeber and Stouthamer-Loeber. Schools may also differ in the extent to which they facilitate or inhibit delinquency. While Farrington's, and Rutter's studies each argued that the school itself had little effect on delinquency, other researchers (*e.g.* Reynolds; Hargreaves) suggest that there is a complex interaction of factors within a school environment, and within individuals, that may facilitate or inhibit delinquency.

Labelling theory and control theory may be referred to, as well as various aspects of learning theory. More able candidates may also draw on cross-cultural examples to illustrate the varying importance of particular social institutions *e.g.* cultures which socialize in extended family groups may provide more appropriate role modelling than (western) cultures which socialize more with their own peer group.

Candidates who simply describe the role of two or more social institutions in developing criminal and delinquent behaviour should be awarded no more than **[13 marks]**. Where only one social institution is simply described, no more than **[7 marks]** may be awarded. Candidates must evaluate relevant theories and studies in order to earn the additional **[12 marks]**.

- 22. Using psychological studies of families, twins and adoption, examine the role of biological factors in explanations of the development of criminal and delinquent behaviour.**

[25 marks]

The role played by biological factors in crime is likely to be relatively modest and indirect, and not equally important for all deviant individuals. Nevertheless the evidence to date suggests that biological factors cannot be totally ignored.

Family studies indicate that criminal parents are far more likely to have criminal children (West; Osborne and West; Farrington *et al*). However, family studies do not clearly differentiate between genetic and environmental influences. Twin studies of MZ and DZ pairs are likely to be offered. Researchers include Rowe and Osgood; Bouchard. Critical evaluation of these types of studies should allude to several potential sources of error in the research, although the convergence between studies indicates some support for a genetic component.

Adoption studies include those by Crowe; Medrick *et al*; Bohman *et al*. While there are also methodological problems associated with adoption studies, they nevertheless add some evidence for a genetic component to criminal behaviour.

Candidates should identify at least two specific studies which suggest either a positive or negative correlation between genetic inheritance and criminal or delinquent behaviour and then present a reasoned argument on the issue with critical evaluation of the chosen studies.

Candidates should demonstrate a clear understanding of the link between empirical studies and the extent to which biogenic factors may influence criminal and delinquent behaviour. Essays which simply offer a descriptive account of studies should be awarded a maximum of **[12 marks]**.

Dysfunctional behaviour

- 23. Discuss genetic and deviant family relationship explanations of schizophrenia.** **[25 marks]**

This question calls for a balanced discussion of both genetic and deviant family relationships and explanations of schizophrenia. Award no more than **[12 marks]** for responses that do not address both explanations.

Genetic explanations should be clearly explained and not confused with biological theories, such as dopamine sensitivity. Candidates may refer to possible genetic predisposition to schizophrenia and/or studies of prevalence of schizophrenia in twins and families.

Deviant family relationship explanations should focus on social relationships within the family and how this may lead to schizophrenia. More astute candidates may also suggest a diathesis – stress explanation as an alternate explanation that accounts for genetic and social factors, although this should not be the focus of the response. Evaluation should be clearly stated. Responses that fail to evaluate should be awarded no more than **[13 marks]**.

- 24. (a) Identify and describe *one* therapy from the cognitive perspective.** **[10 marks]**

Part (a) is a straightforward request for the demonstration of knowledge and understanding of cognitive based therapies. Essays should provide a clear description of the selected example, with high marks awarded to answers demonstrating an understanding of how underlying assumptions about human nature from a cognitive perspective impact on therapeutic methods. Answers may consider any of the following:

- Ellis’s rational emotive behavioral therapy
- Meichenbaum’s self-instructional training
- Beck’s cognitive restructuring
- Kelly’s personal construct therapy.

- (b) Compare cognitive and psychoanalytic therapies.** **[15 marks]**

This section of the question requires explicit identification and discussion of both similarities and differences between the two types of therapeutic intervention. Award a maximum of **[6 marks]** for either comparison or contrast; or up to **[4 marks]** for pure description of psychoanalysis where the candidate has made no attempt at the requisite comparison. While a variety of relevant points may be offered, award marks in the higher bands to responses discussing therapeutic aims and also ethical considerations in addition to those which are methodological in focus.

25. Assess the usefulness of the concepts of “normality” and “abnormality” as applied to dysfunctional behaviours.

[25 marks]

A clear definition of the terms normality and abnormality must be identified in response to this question. Candidates are directed to weigh the evidence on the strengths and limitations of the use of these terms and come to an informed decision on their use. It should be noted that strong answers might come from either side of this debate, as long as the candidate has done a thorough and informed job of defining her/his position.

Answers should consider that in order to use these terms, some sort of a demarcation must be constructed to distinguish their use. These lines may be drawn according to a range of criteria that may include the following: statistical norms, behavioural expectations of “normal” people, or mental health criteria. Additionally, topics such as personal distress, distress of others, maladaptiveness, unexpected or inconsistent behaviour may also be discussed. The strongest answers will include discussion of the fact that these lines may often be subjective and culturally biased. Discussion of the controversies in labelling may also be appropriate, but answers that focus entirely on this issue should be awarded no more than *[13 marks]*.

Candidates who do not address either cultural or ethical concerns should not be awarded marks in the highest bands.

The psychology of gender

- 26. Supporting your argument with psychological research, critically consider the relative influence of genetic and physiological determinants of sex differences.**

[25 marks]

In this question candidates are being asked to consider the degree to which genetic factors and physiological factors determine sex differences. Those who simply describe the two influences may achieve a maximum of **[12 marks]**. Although the terms “sex” and “gender” have been used interchangeably, the current view is that “sex” refers to physiological or biological characteristics. Candidates who confuse these terms should only receive credit for their answers if they can show they are considering genetic and physiological determinants.

The more astute candidate may well evaluate these influences by contrasting one with the other; they might also consider the sociobiological approach. Answers omitting reference to psychological research should not be awarded marks.

- 27. (a) Describe *one* study of psychological androgyny.**

[13 marks]

Possibly the most well known study is by Sandra Bem. However, there are several others which could also be described. Bem devised a test of psychological androgyny (Bem Sex Role Inventory) which is one of the most widely used tests exploring sex role stereotyping. The work of Spence *et al*, who developed the Personal Attributes Questionnaire is also relevant. Any study is acceptable as long as it clearly relates to psychological androgyny and is described accurately and with some detail.

- (b) Critically consider the implications of this study *and* other similar studies of gender and role identity.**

[12 marks]

Findings from such studies have resulted in an appraisal of traditional male/female stereotypes and the suggestion that psychologically healthy individuals are those who avoid the rigid stereotypes imposed on them by their culture. There is considerable evidence to support this (*e.g.* Taylor 1986; Lasson 1981). Bem’s “enculturated lens theory” explains how we are influenced to adopt an appropriate gender and role identity. Candidates do not have to mention these particular studies, but they do need to take a critical approach to appropriate material. Simply describing relevant studies will not merit more than **[6 marks]**.

- 28. According to statistics, men and women show different rates of “mental” health (or “mental” illness). To what extent does psychological research explain these differences?**

[25 marks]

In this question, candidates are invited to show how women and men differ with respect to mental health. Evidence suggests certain types of mental ill-health are diagnosed more frequently in women, while others are more often found in men. A range of possible contributory or causal factors may be explored: biological or physiological differences; cultural differences; limitations in diagnostic procedures; and so on.

Environmental factors such as the role of marriage – more single males present for treatment – or the possibility that stereotypes of acceptable male behaviour may prevent some men from seeking help, may also be discussed.

The injunction “to what extent” requires an explicit judgment supported by sound psychological argument. Award a maximum of ***[12 marks]*** to work omitting this requirement. Purely anecdotal responses containing no reference to psychological research should not be awarded marks.

Intelligence and personality

29. “Intelligence is too complex to capture (or define) with a single number.”

Based on the above statement, critically evaluate controversies surrounding the use of intelligence tests.

[25 marks]

One of the most enduring debates in psychology is whether human beings are primarily influenced by their genetic inheritance or by the environment in which they live. The concepts of intelligence and intelligence testing have led to heated debates, many centred around the definition of intelligence.

Knowledge about Binet’s role in developing intelligence testing would help but would not be essential to frame a coherent argument about the many facets of intelligence. Binet’s original task was to identify children in need of special education. His task was a practical one and he refused to discuss any underlying theory of intelligence and much less to consider that his scales would define anything innate. Adaptation of Binet’s scales to the American scene led to “reification” of intelligence, defined as “what intelligence tests test”, with the assumption that intelligence testing identifies an underlying innate capacity. Later application of such genetic bias served to classify prospective immigrants as well as justify social and educational policies that were elitist, exclusionary and racist. Lewis Terman (developed Stanford-Binet) and R M Yerkes (Army Project) were the main representatives of the innatist trend. Sperman (g factor) and more recently Jensen (heritability of IQ), Hernstein and Murray (The Bell Curve) have defended the innatist position. Criticism of the geneticist viewpoint is plentiful and mostly based on extensive methodological evaluation of the content and ways in which the testing was conducted. The tests favoured urban, culturally Americanized groups. Ethnically different groups with different background and experience were labelled as inferior and even sterilized as a way of preventing their proliferation. Ethical criticism is clearly relevant. Misuse of the concept of heritability and the complexity of conducting correlational twin studies feed the controversy.

Responses simply describing intelligence tests, or theories of intelligence, should be awarded no marks. The question asks for a specific aspect of programme content to be critically evaluated. This must be reflected in acceptable responses.

- 30. (a) Describe *one* method of assessment of personality, explaining the theoretical assumptions underpinning the chosen method. [13 marks]**

The question invites candidates to describe a method of personality assessment of their choice. Assessment refers to the process of evaluating individual differences and may consist of tests, observations, interviews and recording of physiological processes. Any method can be chosen but candidates should demonstrate both knowledge and understanding of the theoretical concepts underlying the chosen method. Specific references to the method should be made. For instance, if projective tests are described, the underlying theoretical assumptions about the mechanism of projection should be stated. Likewise factor analysis and its identification of unitary underlying traits and the mechanisms for such identification should be understood if such method is chosen. Only one method should be described in detail but references to others for evaluative purposes are acceptable. Descriptions of theories of personalities without referring to assessment get no credit.

- (b) Evaluate the possible methodological limitations of this method. [12 marks]**

Relating to the method chosen, the methodological limitations should be clearly identified and evaluated. Methodological limitations may include issues of validity and reliability such as lack of cross-cultural validity due to limited, unrepresentative sampling; references to poor reliability of surveys; reductionism; researcher bias; ethical limitations or other similar issues. At least two limitations should be evaluated in depth, or several may be elaborated in a less detailed manner.

- 31. Examine controversies surrounding the use of personality tests. [25 marks]**

Candidates may refer to a wide span of issues and would not be expected to cover them in detail. Two or three major areas could be identified and assessed in some depth. Candidates may start with a definition of personality and the areas where personality tests are commonly used, such as health institutions, specifically mental hospitals, penal institutions, industry (for the purpose of personnel selection), and educational institutions.

Descriptive accounts of personality theory are not appropriate but some references in order to highlight a controversial point would be appropriate. Candidates could refer to the issue of labelling and elaborate on the long term effects of such practice, with its social and political implications. Another area of controversy which candidates may include is the cultural bias which may be present in tests of personality. Identification of specific research that supports cultural applicability, such as the adult personality dimensions studied by Digman and Inouye (1986), would be particularly appropriate if the issue of cultural applicability is discussed.

Reductionism versus the view of personality as multifaceted could be brought into the criticism of personality tests. Award marks in the highest bands to candidates who include discussions on the prevalence of the use of personality tests despite their shortcomings.

Lifespan psychology

32. “Attachment behaviour is held to characterize human beings from the cradle to the grave.” Bowlby (1977)

Critically consider Bowlby’s view that patterns of attachment behaviour established in childhood influence adult relationships.

[25 marks]

Candidates may outline Bowlby’s theory of attachment, but the main focus of this answer should be on the impact attachment has on later adult relationships. Research by Hazan and Shaver (1987) applied the three basic attachment styles identified in adults (by Ainsworth) and these findings have been replicated and extended (*e.g.* Bartholomew and Horowitz 1991; Horowitz *et al* 1993).

Candidates do not need to mention these particular studies, but do need to be aware of recent theories and research which suggest a close link between Ainsworth’s findings and later adult behaviour. Research suggests attachment styles in adults are related to those formed in early childhood. It has also been shown that different attachment styles are associated with different types of interpersonal difficulties. Astute candidates may also address the positive outcomes of attachment such as resilience and coping.

Evaluation might consider the definition of attachment and whether in fact adult relationships can be defined in the same way. There is controversy when applying this term to childhood relationships, let alone to adult ones. Uncritical, descriptive essays should earn no more than **[12 marks]**.

33. (a) Describe *one* theory of adulthood. **[10 marks]**

Candidates have a free choice of theory in part (a) but the one selected must focus on changes (understanding of **adult** behaviours/experiences). Erikson's theory is thus only partially acceptable, the relevant sections attracting a maximum of **[10 marks]**.

(b) To what extent are cultural differences acknowledged in theories of adulthood? **[15 marks]**

Candidates are being asked to evaluate theories of adulthood from the point of view of universal applicability - how well do these theories apply to different individuals and societies? Expect a range of responses which may focus on two or more theories (*i.e.* breadth or depth). However, consideration of only one theory will attract a maximum of **[7 marks]**.

In the context of this question “cultural” may refer to both cross-cultural and sub-cultural groups. Thus Levison's theory may be criticized as gendercentric. Life events approaches may be seen as ethnocentric, *e.g.* identifying marriage as a major transition could be ignoring cultural variation *i.e.* arranged versus love marriages mean not everyone will experience the same type of transition, with consequent differences in impact on the individual.

Answers should present a reasoned argument culminating in a relevant conclusion and incorporating appropriate research in order to attract marks in the higher bands.

34. Using empirical studies to illustrate your answer, consider methodological and ethical problems involved in the study of adults. **[25 marks]**

Candidates must use empirical studies in their answers and must also consider **both** methodological **and** ethical problems. If only one of these is considered, a maximum of **[12 marks]** should be awarded.

There are many relevant problems to consider which could include: the traditional use of university students in research; finding and keeping appropriate numbers of participants, especially with longitudinal research; sensitivity to cultural differences; the problem of social desirability; ethical considerations such as consent, privacy, right to withdraw, confidentiality.

The answer must be relevant to problems involved when studying adults and must use empirical studies to illustrate both methodological and ethical problems.

The migrant, sojourner and tourist experience

- 35. (a) Discuss various theoretical interpretations of the migration experience.**

[15 marks]

This question asks candidates to discuss more than one theoretical interpretation of the migration experience. Candidates may address any number of theories which may include adjustment/adaptation theories, biomedical models, and social skills and cultural competence models, to name a few. Good discussions will explain the theoretical interpretations with clarity. Award a maximum of **[5 marks]** for simple description of relevant theories.

- (b) In your opinion which *one* of these interpretations is the most satisfactory in explaining sources of psychological problems associated with migration, and why?**

[10 marks]

Candidates are being asked to justify the choice of *one* of those discussed in part (a), in terms of its explanation of *psychological* problems associated with migration. Thus answers considering the advantages and disadvantages of the selected theoretical interpretation will not be addressing the requirements of this part of the question. In this case no marks may be awarded.

- 36. To what extent do immigrants, refugees, sojourners, and students studying abroad differ psychologically from each other in their experiences in a new culture?**

[25 marks]

This essay requires an evaluative account of how various categories of migrants may differ in their psychological reaction to new cultures. Allow for variety in candidate's essays. Some possible differences might include for *immigrants* the emphasis upon permanent relocation, adaptation of host society's norms and customs; for *refugees* the experience of resettlement might occur in a society that is unfamiliar to them: this is markedly different from the immigrant situation. *Sojourners* usually embrace a new culture with enthusiasm knowing that their stay is relatively limited. *Foreign students*, on the other hand, have the exciting opportunity to engage in a new culture but must participate almost simultaneously in two educational systems (satisfying the demands of their own institution while attempting to cope with unfamiliar educational practices in their new university). Each group's psychological reaction to these conditions and expectations should be carefully explored for full marks. Award no more than **[12 marks]** to responses that do not address all four types of categories of migrants. Award the highest marks for essays showing a balance of all four categories which include reference to research and address the injunction: to what extent.

37. (a) How do psychologists define and investigate values across cultures? [15 marks]

This section of the question asks:

- how values are defined, and
- how values are investigated cross-culturally.

Candidates who fail to address both tasks should receive a maximum of **[7 marks]**. There are a number of value surveys that have proven to be useful cross-culturally (Rokeach, for example), but there are also newer experimental models and simulations which add to the existing attitude scales, interviews and unobtrusive techniques already in widespread use by psychologists. There are, of course, a number of categories for classifying values. Perceptive candidates may remark that not all values are universal and some are culture-specific, making cross-cultural comparisons extremely difficult.

(b) In what ways can the migrant serve as a cultural mediator when encountering conflict arising from value differences? [10 marks]

Candidates must make apparent their understanding of cultural mediation. Culture mediators produce what Malinowski termed a “third cultural reality” which is dissimilar to the culture of the mediator as well as the host culture. This third cultural reality can become a model of value integration which fosters increased tolerance and understanding. Cultural mediators show respect for values of the target culture and often shift their own value systems (after a long period of re-examining their own values) toward the values of the new culture. Give credit for valid arguments along these and other relevant lines of thought and for reference to relevant research.

Organizational psychology

- 38. (a) Describe *two* theories of motivation related to work within organizations.** ***[12 marks]***
- (b) Evaluate the effectiveness of the theories that you have described in part (a).** ***[13 marks]***

Examiners are reminded that since the question is concerned with theories of motivation, answers that do not contain theories should receive very little credit. If an answer refers to just one theory throughout parts (a) and (b) then a maximum of ***[6 marks]*** should be awarded for each part.

Part (a) must be related to work within organizations. Mere description of motivation theory should be limited to ***[3 marks]***. Theories may include those associated with Maslow, Murray, Alderfer, Herzberg or McClelland, but only two theories should be awarded marks.

In part (b) each of the two theories selected in part (a) should be evaluated. They may be evaluated by using concepts selected from other theories or by other relevant material. Examiners should give credit, for example, where candidates have criticized models such as those employed by Maslow or Murray, for lacking objective experimental data on which to base theory. High scoring candidates will use a substantial range of both positive and negative evaluation.

39. Describe *one* psychological study of stress that has been conducted in relation to an organization or workplace, and evaluate the findings of the study.

[25 marks]

This question is focused on the workplace or organization, and examiners should be careful to award high marks only where the answer refers to either of these settings. If candidates present answers that demonstrate a knowledge of relevant studies of stress but these are not related to the workplace or organization, then award up to a maximum of [6 marks]. There are several psychological studies available, including those of Menzies on anxiety and stress in nurses in a hospital setting; Roethlisberger's classic Hawthorne studies of a telephone equipment company; Salaman's study of a Fire Brigade.

Stress can be explained by either physiological or psychological reasons or a combination of the two. The psychologists concerned include Seligman, Meichanbaum, Brady and Weiss, Kobasa or Friedman and Rosenman. Candidates may take the last of these, for example, where they described type A personality links with stress related heart disease. Good candidates could point out that type A people, and others, also need to exert some form of control over their environment in order to deal with stressful events. In many organizations and workplaces it is precisely this form of control that is taken away from individuals and contributes to stress. Both overload and underload contribute to stress in the workplace as well as burnout.

40. "Communications within organizations are affected by the environment, the technology employed and the nature of the task itself."

To what extent is this statement true of organizations?

[25 marks]

Candidates should focus on the three factors mentioned in the quotation. If these are addressed in a relevant fashion but the candidate makes no attempt to relate these factors to the question, *i.e.* there is no judgement that deals with the extent to which the statement is relevant to organizations, then such answers should be marked out of a maximum [12 marks].

Examiners may expect good candidates to focus on an environment related to informal and formal modes of communication (Krackhardt and Porter) or the involvement of staff as demonstrated by studies conducted in firms such as Kodak, McDonalds or Epsom. Good answers should also consider the introduction of new technology. This is particularly associated with Herzberg and the attempts to "enrich" jobs in areas of mass production, especially in the European car industry. Candidates may also write on computer technology and its effects on the work of organizations. Some attempt should be made to interpret the "nature of the task" which deals with the relative cohesiveness of the workforce where they perceive themselves as sharing common problems at work. Candidates should make critical judgements as they develop their discussions on each of the three factors, in relation to communications within organizations. If these are relevant and reasonably detailed, then high marks could be given.

Social psychology

41. “It is necessary to deceive people in order to learn about their social behaviour.”

- (a) Critically discuss the above statement with reference to experimental research in social psychology.

[13 marks]

Deception has been a common practice in social psychology. The argument used to justify deception is that people would not act naturally if they knew the true nature of an experiment, posing a dilemma for the experimenter. A balanced answer will consider different arguments, considering the benefits to scientific research and society versus the rights of individuals to informed consent. In defence of deception, some research highlights the fact that participants do not seem to mind mild forms of deception (Christensen). Milgram’s experiment will most likely be brought into the discussion. Milgram kept in touch with the participants in his obedience research and, according to him, most participants were glad they had participated in his stressful experiments. Asch’s studies of obedience and Latane’s studies of bystander intervention are other possible choices, but any examples of relevant research should be accepted.

Award higher marks to balanced answers that consider different arguments although the candidate may take a clear position against deception and demonstrate familiarity with ethical guidelines in the field of psychology. Award minimal marks to responses simply describing relevant studies but omitting the required discussion.

- (b) What alternative data collection methods could be implemented to learn how people function in social situations?

[12 marks]

Alternatives to deception have been devised (Grupat and Garonzik). In such procedures the participants are informed of the true nature of the research. Observations of behaviour in naturally occurring events, discourse analysis, interviews and role-playing have been proposed although each one of these methods presents limitations. At least two alternative methods should be offered. Award a maximum of *[6 marks]* if only one alternative method is offered.

42. Describe and evaluate *one* social psychological explanation of interpersonal aggression. **[25 marks]**

The Social Learning approach, and deindividuation explanations of interpersonal aggression are each highly appropriate as they acknowledge the influence of others on individual behaviour.

Responses offering purely ethological or psychoanalytical explanations should not be awarded marks as the question specifically asks for social psychological explanations of interpersonal aggression.

However, alternative explanations may be referred to for evaluation purposes. Award a maximum of **[10 marks]** for description of an appropriate explanation.

Answers attracting marks in the highest bands should include explicit evaluation of the chosen explanation, citing psychological research, and considering both the strengths and the limitations of the explanation.

43. How does attribution theory help us understand people’s behaviour? **[25 marks]**

Attribution theory refers to the need to understand the causes of behaviour. Candidates are likely to be familiar with several theories of attribution such as Heider’s analysis of action theory, Jones and David’s correspondence inference theory and Kelley’s “observers and actors” theory. Thorough familiarity with these theories is not essential as long as the common grounds of these theories are understood. Most important is how those explanations may be effective in helping us understand, control and predict people’s behaviour by simplifying what we observe. The concept of bias in our observations is important. Well-prepared candidates will add that internal and external attribution are not necessarily valid cross-cultural conceptualizations.

Purely descriptive answers should not attract more than **[10 marks]**.
