



MARKSCHEME

November 2000

PSYCHOLOGY

Standard Level

Paper 2

Biological bases of behaviour

1. Describe and evaluate studies that have been used to investigate visual processing.

[25 marks]

The wording of the question indicates that at least two studies should be considered. If there are just two studies presented these should be described and discussed in greater depth than an essay which addresses four or five studies. [13 marks] should be the maximum for description and [12 marks] for discussion.

Candidates have a considerable choice of studies including the classic work of Hubel and Wiesel on simple, complex and hyper-complex cells and the concept of feature detectors. They might also focus on the early and late stage of recognition research conducted by Marr, or the more complex work on simple and augmented networks which have been advanced by McClelland and Rumelhart. The “processing” mentioned in the question may be primarily physiological or cognitive, although astute candidates will show that processing involves both nature and nurture elements. It is perfectly acceptable if candidates take other approaches to the question provided that these are made relevant. For example top-down and bottom-up studies may be described and this could make for a particularly useful evaluation section as the merits of each are compared.

2. Explain how the central nervous system and the autonomic nervous system influence behaviour in humans.

[25 marks]

The autonomic nervous system (ANS) comprises two parts – sympathetic and the parasympathetic systems. These two work together but at different times their function may be complementary or opposed to each other. The sympathetic is usually considered to be concerned with emergency situations *e.g.* diverting blood to the muscles, causing bodily hair to stand erect, while the parasympathetic deals with more mundane situations *e.g.* regulating blood sugars, pupil size or heart rate. The combination of the two is frequently illustrated by reference to sexual activity in both male and female humans.

The CNS is more under the control of the human brain, and it is reasonable if candidates take an evolutionary approach in answering this part of the question. They may consider how the primitive spinal cord evolved into the brain stem forebrain and hind brain with each successive part adding to the complex electro-chemical information system which allows for sensory inputs and the movement systems which we use. The CNS is a hierarchically organised structure built up over millions of years and contains the rich layers of cells that form the cortex.

There is a huge range of material from which candidates may select their materials. What is important is that they **explain** the processes that affect human behaviour and not merely describe parts of the brain and their individual functions. Explanations may include a discussion of structure and function, communication links, or localisation of function. Candidates who only provide a descriptive response should receive a maximum of [13 marks].

3. (a) Describe the characteristics of the hypnotic state.

[10 marks]

Candidates may consider the genuineness of the hypnotic state by citing the work of Orne and Evans, or by examining the claims of Spanos *et al.* They should consider the characteristics of the hypnotic state which could include reference to suspension of planning or the loss of ability to initiate actions, distortion of information processing and a concentration of attention so that other sensory inputs tend to be ignored. Candidates could also mention the increased suggestibility by the hypnotised person including post-hypnotic amnesia, and post-hypnotic suggestion. State and non-state theories of hypnosis could be addressed in part (a) or part (b) of the question.

(b) Evaluate the use of hypnosis to our understanding of states of awareness in humans.

[15 marks]

Hilgard *et al* 1978 and Kihlstrom 1985 have provided studies where hypnotised subjects have reported a hidden observer. For example subjects have written messages at the same time as reading aloud the colours on a display chart. When asked to regress their age to childhood some subjects observe themselves simultaneously as observers and as children. Sometimes subjects have had their brain activity recorded by scanning techniques and while activity is shown in specified areas of the brain by some subjects this phenomena does not operate for all. Many subjects are prone to hypnotic analgesia and are unaware of painful stimulus, including those made by dentists or surgeons during routine operations. The lack of consistency of results, the ethical issues involved and failure to replicate are all a concern in the evaluation of hypnosis. Many psychologists (*e.g.* Kirsh and Lynn 1995) also think that hypnosis is nothing more than behaviour which is produced by the subject in order to please the hypnotist.

Comparative psychology

4. (a) Critically examine the claims made for any *one* evolutionary theory. [13 marks]

The most likely theory to be chosen is that of Charles Darwin, but there may also be attempts to consider the theories of Lamarck or the selfish gene theory advanced by Dawkins. Although this last theory is not strictly concerned with early evolution its appearance in standard texts makes it reasonable to accept in the context of this question.

Darwin's theory is based on his origin of species and his addition to later editions of this book where he included the term 'survival of the fittest'. His basic tenet is that of natural selection – individual animals with the best adaptive physiology and behaviour will be most likely to survive in their environment. Combined with competitiveness, these increase the chances of that animal producing more offspring. Candidates who are well informed on the recent evolutionary debate may also consider the work of Gould, Dennett, Rose or Wilson, or the more recent criticisms offered by Tooby and Cosmides.

(b) Suggest how your chosen theory may be modified to make it more generally acceptable. [12 marks]

Darwin's theory is not perfect as he himself acknowledged. In particular, he was unable to explain altruistic behaviour, nor did his theory include the concept of genes. The incorporation of Dawkin's selfish gene theory has done much to make Darwin's theory more acceptable in that it does account for much altruistic behaviour. Animals help others, to the detriment of their own fitness, when they share genes, that is when they are members of the same family *e.g.* the vampire bats studied by Wilkinson. Some behaviour, although it may appear altruistic, actually helps the selfish genes to survive. A competent discussion of other issues would also be appropriate.

5. Explain the costs and benefits of altruistic behaviour in non-human animals.

[25 marks]

Altruism occurs when the donor animal decreases its own fitness and increases the fitness of the recipient. The cost may be extremely high to the donor and very beneficial to the recipient, although both cost and benefit will vary according to circumstances. In many social insects (*e.g.* bees and ants), each individual female shares the same genes with its sisters since all of these insects come from the same queen. The altruism displayed when honey bees defend their hive often leads to their deaths as they sting the invaders. However, they are frequently successful in defending their same family bees and thus preserving their shared genes.

Some forms of altruism are reciprocated, as in the case of Wilkinson's study of vampire bats, or in the examples demonstrated by other species including meerkats, babblers, rabbits and baboons. The services rendered by one individual can be reciprocated at a later stage. Both costs and benefits can accrue. A rather different explanation of altruism is offered by Zahavi who suggests that some examples of apparent altruism are in reality attempts to gain status. For example, in the Arabian babbler, a bird that exploits desert scrublands, the leading male keeps guard on the highest branches. He will not tolerate other males acting as sentry, although sentry duties are dangerous. Answers which simply describe and offer no explanation should receive a maximum of *[13 marks]*.

6. Discuss how the study of parenting behaviour of non-human animals has helped psychologists to understand the nature of human parenting.

[25 marks]

The classic studies are those of Lorenz, and later by the Harlows, which led to the attachment theories promulgated by Bowlby and Ainsworth. Lorenz identified the concept of imprinting, where during the sensitive period young animals imprinted on to their parents or more frequently the mother. The imprinting process was very strong and not usually capable of reversing. Parent animals usually care for and protect their offspring.

However, there are circumstances in which parents ignore their offspring or demonstrate particularly negative and aggressive behaviour towards them. This can occur when the environment changes and there will be insufficient resources to ensure the successful raising of all offspring. In these circumstances, animals allow one or more offspring to die in order to ensure greater success for those that are left behind. Many bird species behave in this manner (*e.g.* the blue footed booby of the Galapagos). Humans are also known to expose their own baby to the elements rather than try to use limited resources. More direct attempts include matricide by using a pillow to smother a baby.

Candidates do need to demonstrate how parenting behaviour in non-human animals helps us to understand the nature of human behaviour. Candidates who do not explicitly refer to human parenting should receive a maximum of *[13 marks]*.

Delinquency and crime

- 7. Critically consider whether men and women commit crimes for the same reasons.**

[25 marks]

In order to attract high marks, candidates must produce a well balanced response which gives equal consideration to the reasons for the incidence of crime committed by both males and females. As the question refers to the term 'reasons' candidates should provide at least two reasons in order to attract marks in the higher bands. Appropriate responses could include reference to Heidensohn's control theory which argues that women have less opportunity to commit crimes, particularly in male-dominated, patriarchal societies. Carlsen's comparison of the criminality of males and females would also be appropriate. Candidates should provide a critical discussion of the similarities and differences in the causes of crime between males and females in order to attract marks in the higher bands. Candidates who only describe the causes of crime should not receive more than *[13 marks]*.

- 8. With reference to twin and adoption studies, assess the relative influence of biological factors in the incidence of crime.**

[25 marks]

The candidate is required to assess the extent to which biological factors can explain criminal behaviour. Therefore, a primarily descriptive account of the research studies should receive a maximum of *[13 marks]* as the candidate is required to **use** the studies they have described to assess the influence of biological factors. Candidates should consider the evidence which suggests that biological facts may have a role in the development of criminal behaviour, as supported by some twin and adoption studies. They should then discuss the limitations of the biological approach as the sole explanation of the incidence of crime. Candidates may refer to the methodological weaknesses in the studies they have cited and / or refer to evidence which points to alternative explanations *e.g.* the role of learning and social factors in the incidence of crime. Candidates may also refer to cross-cultural examples to support this latter argument and this should be awarded credit. However, if these examples are only descriptive / anecdotal, this would not qualify the candidate for marks in the higher bands.

9. (a) **Describe *two* factors which lead to the development of gangs.** [10 marks]

Candidates should include reference to two distinct factors for the development of gangs. A variety of responses are appropriate including reference to social identity, frustration and social learning theories. [5 marks] should be awarded for the description of each factor. Therefore, if candidates only include reference to one factor (*e.g.* make the same point twice) they should only be awarded a maximum of [5 marks].

- (b) **Discuss the factors which contribute to the maintenance of gangs.** [15 marks]

The term ‘discuss’ requires the candidate to engage in some reasoned assessment of the factors which lead to the maintenance of gangs. Therefore, a descriptive account which only explains the factors should receive a maximum of [8 marks]. The question refers to ‘factors’ so the candidates must discuss more than one in order to gain marks in the higher bands. Candidates may discuss a few factors in depth or a wider range more briefly. In either case, some empirical evidence should be used to support their response if candidates are to receive marks in the higher bands.

Dysfunctional behaviour

10. (a) **Outline *two* theories of the development of *one* dysfunctional disorder.** [13 marks]

Candidates are invited to provide a brief description summarising each theory. A clear definition of the disorder is required, in a competent answer, including the varieties of selected disorders (*e.g.* unipolar and bipolar depressive states). Many essays will consider differing accounts of the origins of affective or of anxiety disorders, with better quality answers differentiating between biomedical explanations (genetic or neurological) and social or psychological explanations. Award a maximum of [7 marks] where only one theory is described.

- (b) **With reference to empirical research, evaluate each theory.** [12 marks]

Sound answers will offer an evaluation of theory through reference to research studies, *e.g.* twin and family studies in affective disorders. Appropriate responses will probably refer to the interactionist approach, and the debate between biological and environmental factors in the onset of dysfunctional disorders.

Award marks in the highest bands to essays evaluating empirical research into the aetiology of the selected disorder. Give a maximum of [6 marks] to answers describing research findings.

11. **With reference to cross-cultural issues and research, account for limitations in the definitions of the terms ‘normal’ and ‘abnormal’ when considering human behaviours.** [25 marks]

A wide range of criteria for identifying ‘abnormality’ may be considered but in order to answer the question an essay must also address the issue of what constitutes ‘normality’. Statistically infrequent behaviour, personal suffering and distress, deviation from social norms, *etc.* may be considered. However, as the question explicitly requires reference to cross-cultural issues and research, answers which consider the inadequacies of such criteria without including cross-cultural issues and research, should receive minimal marks. Appropriate research may include, for example, variation in numbers of individuals diagnosed as suffering from a specific disorder, according to country of origin (*e.g.* schizophrenia rates); or culture bound syndromes *e.g.* neurasthenia, in China.

12. Describe and evaluate *one* classificatory system for dysfunctional behaviours.

[25 marks]

This question requires the candidate to demonstrate accurate, detailed knowledge of a specific classificatory system, and to make an appraisal of the system. Many candidates are likely to be familiar with DSM-IV although it is possible that other systems (*e.g.* ICD) may also be considered.

A competent answer will define ‘classificatory system’, with reference to dysfunctional behaviours. It should explain the purpose and function of such a system, differentiating between the collection of basic health statistics, and diagnostic guidelines.

Candidates choosing to write about DSM-IV may evaluate the system through analysis of its comprehensive definition of ‘mental disorder’, and its multiaxial approach to assessment, identifying its attempted objectivity as a strength.

Answers attracting marks in the higher bands will evaluate the system in terms of practical implications – *i.e.* validity and reliability, such essays probably referring to Davidson & Neale’s three kinds of validity in relation to classificatory systems. Candidates discussing reliability of classification may well refer to the Rosenhan (1970) pseudo-patient study. Better answers may well also include reference to ethical implications arising from the use of classificatory systems, *e.g.* labelling.

Answers merely describing a classificatory system should be awarded a maximum of **[13 marks]**.

The psychology of gender

- 13. Explain why gender-related topics in psychology are controversial. Support your answer with reference to empirical research.**

[25 marks]

When answering this question candidates are expected to show understanding of why several issues in the area of psychology of gender remain unresolved. When providing reasons candidates should write about methodological weaknesses of research and other difficulties encountered when conducting research in this area, together with biases that might occur (*e.g.* most research was in the past conducted by men). Candidates may refer to gender differences and/or to different theories that account for these differences. Gender differences for which the existing evidence is controversial may include differences in cognitive abilities, emotions, non-verbal communication, aggression, empathy, nurturing behaviour and achievement motivation. Theories providing explanation for these differences are several – psychodynamic, behaviouristic, cognitive, social and socio-biological.

Reference to at least one controversial topic and empirical research related to it is essential for high marks. A poor answer will contain only a superficial account of few methodological weaknesses without any reference to any theories or research findings.

- 14. (a) Describe *two* theories that account for psychological differences between males and females.**

[13 marks]

This question invites the candidates to describe two theories of gender role acquisition. They can choose among biological, sociobiological, social, cognitive and psychodynamic theories. Candidates who only describe one theory should be awarded a maximum of **[7 marks]**.

- (b) Evaluate these theories through reference to appropriate empirical research.**

[12 marks]

Research findings to support or refute each theory that accounts for gender differences are numerous. Candidates should refer to and describe at least one piece of research **for supporting each theory** mentioned above in order to gain full marks.

15. Describe and explain causes for differences in social behaviour between genders.

[25 marks]

This question invites candidates to:

- describe the differences between genders in social behaviour (*e.g.* aggression, non verbal communication, empathy, dominance – submissiveness, assertiveness, achievement motivation, courting behaviour, showing emotions)
- explain the reasons for these differences.
- A good answer should contain several of the above-mentioned areas in which behaviour of men and women differ (others can be mentioned as well), followed by the explanation. When explaining the reasons for these differences candidates should refer to different theories of gender role acquisition and also to different empirical research, *e.g.* Money and Erhardt (androgenised girls), Money (circumcision that went wrong), Imperato-McGinfey (the case of Batista family), Young, Gay, Phoenix (monkeys – pre and post natal injections of hormones), Maccoby and Jacklin (playing with ‘gender appropriate’ toys). Parents’ role and their differential treatment (toys, clothes, play) should be mentioned for a high quality answer, together with extra familial influences, like television, books, peers and teachers. Descriptive responses should receive a maximum of **[13 marks]**.

Intelligence and personality

16. Examine factors which may influence performance on tests of intelligence. [25 marks]

The controversies involved in intelligence testing may include at least three of the following or any other relevant factors:

- Familiarity and practice with testing may decrease anxiety (or may increase it in populations where ‘exams’ are associated with stress).
- Motivation of the participants.
- Reactions to authority figures, specially when minority members are tested by members of the dominant group.
- Outcome may be affected by issues of validity and standardisation. The specific individual tested may be culturally different from where the norms originated.
- Content areas in cross-cultural contexts. Many IQ tests are translations of North American tests and standardisation may have not been carried out on a representative sample of the new population.
- Emphasis on verbal reasoning ability and ways of ‘comprehending’ the world may be ethnocentrically based experiences.

Theory and research evidence (Labov, Tyler, Gray and Klaus or others) must be included. Gould has a particularly interesting viewpoint about the misuse of IQ testing from a historical viewpoint.

Candidates who only describe one factor should receive a maximum of *[13 marks]*.

17. Evaluate the evidence that shows that both environmental and genetic factors contribute to the development of intelligence. [25 marks]

The question asks the candidate to refer to specific studies that engage the nature-nurture debate in relation to the development of intelligence. The interactive element should be clearly understood: human diversity is a product of a particular biological blueprint that cannot be understood without environmental contribution. A critical analysis of this topic may include the discussion of the controversy elicited by Burt and Jensen who highlighted the contribution of heredity and the active contribution of Kamin (1974) in contradicting their findings. Discussion of twin and adoption studies are clearly relevant. This question lends itself to methodological criticism. High marks should be awarded for the clear identification of issues related to the debate. Answers centred around the use of IQ testing are not relevant and should not get credit.

18. (a) Describe an idiographic theory of personality. [13 marks]

A good definition would show a clear understanding of the ideographic approach. Only **one** theory should be described and it should be presented in detail.

(b) Discuss advantages and disadvantages of the idiographic approach to the study of personality. [12 marks]

The discussion about idiographic theories may include some of the following advantages:

- An individualised study
- Leads to an in-depth understanding of the individual
- Provides data that could be tested

Some of the disadvantages mentioned could be:

- Time consuming
- Limited reliability
- Subjectivity
- Unrepresentative / culturally biased

Candidates who do not discuss **both** advantages and disadvantages should receive a maximum of **[6 marks]**.

Life span psychology

- 19. Critically consider how the mother's mental and physical health may affect children prenatally.**

[25 marks]

Good answers may briefly centre around general descriptions of embryonic and foetal life and then focus on specific conditions / disorders and issues that may affect the unborn child through his / her mother. Conditions that arise out of environmental or genetic factors could be included. Subjective accounts of the negative effects of drugs and alcohol or teenage pregnancy would not be enough to obtain high marks but reasoned analysis about how those factors may lead to permanent or long lasting disabilities would be appropriate.

Criticism of studies that do not control variables (such as stress, poverty and nutritional factors) would be highly relevant.

- 20. (a) Describe empirical evidence which supports the theory that separation from the mother in childhood may affect short term or long term development.**

[13 marks]

The empirical evidence may include:

- Bowlby's studies on juvenile delinquency.
- Spitz and Wolf's research with babies and their incarcerated mothers.
- Goldfarb's comparisons of institutionalised children.
- Ainsworth's studies on separation and reactions to strangers.
- Robertson and Robertson's study of children in residential nurseries.
- Hazan, Shaver's studies on adult forms of love.
- Bartholomew's studies of adult attachment.

- (b) Evaluate the evidence which you have used in part (a).**

[12 marks]

The research presented should be critically evaluated and alternative research with contradictory evidence would be highly relevant. The impact on short term or long term development is the central point of this question. Digressions of a descriptive nature should not receive more than *[4 marks]*.

- 21. Assess how changes in identity may occur throughout the life span through reference to *two* appropriate theorists.**

[25 marks]

The candidate may begin with a general discussion of the notion of identity. Life span psychology describes life transitions and changes affected by internal as well as external factors. The biological clock is certainly an important factor but so are also factors like gender, ethnicity, social class and cohorts / generational trends. Changes go on throughout the person's life. Contemporary theories (Steinberg, 1996) describes identity development as a psychosocial concern, intricately woven with the surrounding environment. Levinson discusses periodic reappraisal of identity and Erikson's psychosocial theory is well known.

Maslow's theories also provide a backdrop against which changes in identity can be examined. Candidates who restrict their discussion to one theory only should obtain a maximum of **[13 marks]**. Candidates may discuss how occupational choice and life events can contribute to the definition of self and identity. The changes identified in the Holmes and Rahe Social Readjustment scale incorporate considerations as to how stress related to life events may affect a person's well being and sense of self. Cross cultural comparisons are welcome.

The migrant, sojourner and tourist experience

22. (a) **Explain the possible positive and negative psychological consequences of living in a foreign culture.**

[15 marks]

The first part of the question *[15 marks]* invites several different approaches to the psychological consequences of living abroad. These approaches may be purely theoretical, empirical, or anecdotal **if linked to psychological research**. Both negative and positive consequences to living abroad should be included. If the candidate fails to include both then award a maximum of *[10 marks]* for the first part of the question. There is an extensive literature on this topic and well-prepared candidates should have little difficulty explaining the numerous psychological reactions to living abroad. Full marks can only be achieved if empirical studies are sufficiently present.

- (b) **How can the *positive* psychological outcomes of living abroad benefit cross-cultural communication?**

[10 marks]

The second part of the question *[10 marks]* asks candidates to apply positive consequences (from the first part of the question) to the problem of cross-cultural communication. Candidates need to show how positive psychological outcomes from living abroad can be beneficial to cross-cultural communication. In order to do this they must clearly define (through definition or example) what is meant by cross-cultural communication.

23. **“Tourism has profound psychological effects on the tourist and the host community.” Support this statement, with reference to empirical research studies.**

[25 marks]

Maximum marks should be awarded to essays which address the psychological effects on both the tourist and the host community. A failure to do both results in a maximum of *[12 marks]*.

There is an abundance of empirical research in this area. Candidates’ answers should demonstrate a familiarisation with this body of empirical evidence. There is ample evidence suggesting that tourism generates significant social change within host communities. This change, which can be both positive and negative, needs to be explored by the candidate. In a similar fashion the psychological effects on the tourist are profound as well. Candidates should write at length on both aspects. Award *[0 marks]* to any essay which lacks empirical support. A general discussion is not sufficient without such evidence.

24. How can cross-cultural communication be improved through psychological knowledge of migration?

[25 marks]

In order for this question to be addressed with authority the candidate must first offer a definition of migration (either explicitly or implicitly – but it should be clear to the examiner that the candidate knows what is meant by migration according to IB Psychology).

In a similar manner cross-cultural communication must also be understood along with its linkage to empirical research. Candidates who do **not** include reference to empirical research should not receive more than *[15 marks]*. Cross-cultural communication occurs on many levels or channels (verbal or non-verbal for example) and includes cultural differences in information processing and perception. Candidates need to point out this fact in order to gain maximum marks. Psychological research of migration (including refugees, immigrants, sojourners, and tourists) suggests that migration has profound implications for cross-cultural communication, especially if one looks at increased social skills, improved social perception, and enhanced appreciation for cultural diversity that often accompanies the migration process. Candidates should be awarded high marks for a sensitive account of the complexities of cross-cultural communication and how the application of psychological knowledge of migration can improve this type of communication.

Organisational psychology

25. With reference to any *one* organisation you have studied, examine the relationship between its structure and functions.

[25 marks]

According to Handy (1985) or Harrison (1974) there are four types of structure: entrepreneurial form, bureaucratic, matrix or independence. Candidates should be able to apply one of these to their chosen organisation and to describe them. They might also comment on the fact that different environmental conditions favour different structures and that certain professions favour certain structures. (For example, newspaper editing favours the entrepreneurial structure: things must be decided quickly with flair and judgement, not slowly with careful considered thought. In this structure there is much reliance on certain individuals.)

Alternatively, the candidate could consider the structure as a product of the functions within it. For example, a structure that groups according to function, *i.e.* all the sales people together, all the research together *etc.* The logic of this structure is that group members share expertise and provide mutual support and can develop specialist skills. The limitation is the tendency for employees to identify with their function and to develop rivalry with other functions.

This question requires the candidate to show their knowledge of both structure and function and to relate it to an organisation they have studied. It is important that candidates can identify the structure of their chosen organisation as well as describing the functions within. This requires them to demonstrate the practical application of their theoretical knowledge.

26. Describe *two* psychological theories of motivation and evaluate their influence on job satisfaction.

[25 marks]

There are several theories a candidate could choose from, the only requirement being that they are **psychological** theories. The most popular theories would probably be one of the following: Maslow's (1943) hierarchy of needs, Alderfer's (1969) need hierarchy. Herzberg's (1968) two-factor theory of motivation; the Expectancy Theories (*e.g.* Vroom 1964, Lawlor & Porter 1968).

Using knowledge gained from these theories, characteristics of jobs have been examined in order to identify those which satisfy the higher order needs *e.g.* self development and the fulfilling of potential. There has been much research (*e.g.* Cooper 1973, Hackman & Oldham 1976) looking at how intrinsic job characteristics are linked to increased motivation and job satisfaction.

Several studies have used these theories in a practical way. Hackman & Oldham (1975) designed a Job Diagnostic Survey, to investigate the different characteristics of jobs and allowed organisations to create or redesign jobs that are more satisfying and also more motivating.

This question requires candidates to describe and evaluate **two** theories. If only one theory is discussed then the maximum marks should be **[13 marks]**. If one of the theories chosen is not psychological then it can not receive any marks. If candidates write about several theories then all should be read and the best two should be credited. It is important that candidates link their two theories to the second part of the question. Candidates who provide descriptive accounts without evaluation should receive a maximum of **[13 marks]**.

27. (a) **Describe some methods of communication, including interpersonal communication, that exist within organisations.**

[13 marks]

There are numerous methods that candidates could use in part (a) of this question and as long as they describe more than one method they could gain full marks. They might choose to consider formal versus informal communication. Formal being the officially acknowledged and approved methods such as circulars, meetings, posters, *etc.* The informal methods can help or hinder the official methods. These informal methods include communication via the ‘grapevine’, ‘gossip’ or via ‘leaks’. Communication can be downwards or upwards, it can be written, verbal, audio-visual, electronic and non-verbal. Bavelas (1950) described several patterns of communication (the wheel, the Y or the circle). Baird (1977) examined grapevine communication. Bales (1970) used an interaction process analysis.

- (b) **Consider the problems of communications that exist within multinational organisations.**

[12 marks]

For the second part of the question candidates need to consider the special issues that might be found within a multinational organisation. They need to be able to apply their theoretical knowledge to a practical issue. They might consider how different cultures (and even subcultures) communicate and how problems might occur. They could also consider which method of communication might be most appropriate for which group of people. Some cultures respond best to an open communication process with equal access to all information. Other cultures would find this method of communication inappropriate and would not respond to it favourably. There are important interpersonal issues (who talks to whom and how) that may become more salient in a multinational organisation where not all of the employees share the same norms, values and expectations.

Social psychology

- 28. Describe the social dynamics operating during group decision making. [25 marks]**

There are numerous social dynamics occurring when groups engage in decision making. They include social facilitation and apathy, learned helplessness, groupthink, conformity and compliance, and dynamics specific to leadership. Candidates may address any of these. Of course, there are others as well. Examiners are encouraged to award high marks for a discussion of these and others. Maximum marks should be awarded when candidates provide examples for various dynamics as well as accounts from actual research studies. Candidates may conclude that group decision making is not as effective as commonly believed.

- 29. (a) Consider whether attitudes are good predictors of behaviour. [10 marks]**

The entire field of attitude research has generally found the relationship between attitude and resultant behaviour to be tenuous at best. Certain behaviours are more predictable than others, while cultural factors, when considered, may spoil even the most carefully constructed prediction. There is a vast literature detailing studies which show the experimental pitfalls encountered in related research. This is particularly true for studies, dependent on the development of questionnaires. The first part of the question [10 marks] asks for an essay which indicates that sometimes attitudes are good predictors, while at other times they are not. Best answers might point out various tendencies which lead people to give expected responses to attitudinal scales. A brief mention of a few research studies would contribute to an excellent score in this first part.

- (b) Discuss the conditions under which attitudes can change with reference to two theories of attitude change. [15 marks]**

The second part of the question [15 marks] involves a discussion of two or more theories concerning attitude change. Any essay which only gives one theory should receive no more than [7 marks] for the second part of this question. Examiners should expect some discussion of cognitive dissonance and conformity studies. Any are fine as long as they are described briefly and accurately.

- 30. Cite specific psychological studies which suggest that interpersonal attraction is a complex process dependent upon several conditions which may occur simultaneously or over a period of time.**

[25 marks]

Well-prepared candidates should have little difficulty with this question. Award high marks to papers which support the fact that interpersonal attraction is indeed a complex process. Candidates who write on only one or two conditions (*e.g.* proximity or personal attractiveness) should receive no more than *[15 marks]*. There are many conditions which may apply to any interpersonal encounter that to only mention one or two greatly simplify a complex psychological phenomenon. The list of conditions is long, but the candidate need not point out more than three or four. The most important point is the inclusion of appropriate psychological studies which substantiate this complexity. Full marks to any essay which does so.
