

PSYCHOLOGY

Paper 9698/01

Core Studies 1

General comments

This examination followed a predictable pattern with some candidates scoring impressively high marks; over 95% and beyond, whilst as always there are those who score fewer than 10%. Most candidates can improve their examination performance if they were to follow a few rules.

1. Candidates should read each question fully and clearly. Some candidates *assume* what a particular question requires rather than reading it carefully to determine what it *actually* requires. Particular examples are **Questions 5** and **9**, which are illustrated in specific question comments below.
2. Candidates should read question parts **(a)** and **(b)** before beginning to answer a question. Candidates often add detail to a question part **(a)** that is not required and then discover question part **(b)** is asking them to write what they have just written. This was often the case for **Question 8**.
3. When answering a **Section B** question, worth 40 marks in total, candidates are advised to read each question part. Many candidates did not answer **Question 16** part **(a)** directly, often describing procedure of the study rather than focusing answers specifically on the findings of the chosen study.
4. Candidates often write far too much or far too little. Many write too much and 'run out of time' for the essay question and fail to score marks, whilst those who write too little also fail to score marks through lack of detail. A little thought about mark allocation and time allocation and amount to write is advised.

Comments on specific questions

Section A

Question 1

- (a) For this question part candidates were asked to describe the results of the first experiment. Whilst most candidates did this successfully, some even providing actual numbers associated with each verb, others made some vague general comment and others gave inappropriate details of experiment two.
- (b) A generalisation applies to most people most of the time, and whilst many candidates gave an appropriate generalisation, such as memory is reconstructive (and then elaborated) many candidates merely explained the results, thus failing to answer the question.

Question 2

- (a) Any anecdotal report from the Deregowski review could be included here, and there are three possibilities: the Robert Laws 'draw an ox/dog'; the Mrs Fraser 'profile of a head' story and the 'other reports' where the audience ran when they saw the elephant. Most candidates were able to provide sufficient detail of one of these three studies and so scored full marks. Many candidates quoted an empirical study by Hudson, and scored no marks.
- (b) The main problem with anecdotal reports is that they are stories which may or may not be true. They may be exaggerated, distorted and they may well contain bias. Whilst many candidates appreciated this, others did not. A typical one mark answer would be 'it is bias' without any elaboration.

Question 3

For this question on the Baron-Cohen et. al. study candidates were asked to identify four features of autism. Most candidates were able to identify at least three and many easily provided four. Those most evident include: poor verbal communication; poor non-verbal communication; repetitive behaviour; preference for routine; poor social relationships; prefer solitary play and lack ability to pretend play. And, most common, they have no theory of mind.

Question 4

This question required candidates to outline *two* factors that were found to affect the children's ability to conserve. There were three possible answers here: The older the child the fewer errors were made; children found the conservation of number easiest, mass next and volume most difficult; and children made fewer errors with the one judgement rather than the standard Piaget two-judgement format. Most candidates were able to answer this question correctly, but many did not provide sufficient detail to score maximum marks. For example candidates would write "one question rather than two" without elaboration.

Question 5

This question caused problems for most candidates and very few scored maximum marks.

- (a) This asked for an example of imitative aggression. Many candidates stated 'sitting on bobo' which is true, but this is only partially correct and so scores just one mark. The full, two mark answer would be 'sitting on bobo and punches on the nose'.
- (b) Many candidates misinterpreted the question. Candidates are reminded to read carefully each question. The question asked for an example of non-imitative *aggression*. In other words, actual aggression, that was not displayed by the adult model. Many candidates read this as non-aggression and wrote that the 'children played with the tea set' for example. The simplest correct answer would be 'aggressive gun play'.

Question 6

- (a) The question required identification of two ways participants were matched in the Hodges and Tizard study. Most candidates could correctly identify two features which could include: age and gender, one or two parent family, occupational classification of the main breadwinner or position in family.
- (b) This asked why participants are matched, and a number of candidates wrote simply 'for comparison' which is true, but without elaboration scores only one mark. To extend this, and achieve two marks, candidates could have written 'to control participant variables or any other confounding variable' which would have shown their psychological knowledge and understanding.

Question 7

- (a) This question on the Dement and Kleitman study saw nearly all candidates achieving maximum marks for this part, although a few wrote about the stages of sleep. The three aims included: to see if REM sleep is associated with dreaming; to see if dream length could be accurately estimated; and to see if eye movement matches dream content.
- (b) There were many partial answers because candidates wrote 'the results supported the aim'. Again one mark would be awarded for this and yet again candidates needed to elaborate to score both available marks.

Question 8

- (a) This question produced marks scoring zero, one and two. Many candidates correctly stated that 'the left hemisphere is the major and the right hemisphere is the minor' and scored two marks. Some candidates got this the wrong way round and others wrote about different regions of the brain. Some candidates incorrectly assumed that hemispheric dominance is determined by handedness.
- (b) Candidates had to provide a reason why the left hemisphere is dominant, and most correctly stated that it contains 'major functions' such as the 'language centres'.

Question 9

Although this question on the 'Milgram study' required two reasons why some participants did *not* continue to 450 volts, some candidates interpreted it as reasons why participants *continued* and so scored no marks. Correct answers included: participants decided it was too unethical; that the ends did not justify the means; that the payment was not worth it; or that they were too stressed to help due to the nervousness and seizures. Any appropriate alternative answer would receive credit.

Question 10

- (a) This question required candidates to identify two features of the procedure for prisoners *before* they arrived at the prison. Many candidates either did not read the question fully or they did not know this aspect of the study because they wrote about what happened following arrival at the prison, such as the stripping naked and delousing. Correct aspects included being arrested at their home; being read their Miranda rights, were handcuffed then fingerprints taken at the police station.
- (b) This arrest procedure would not involve emasculation as at that point they had not been given the muslin smock to wear. More likely the participants would be embarrassed by the arrest or they may have felt helpless by it.

Question 11

- (a) This was answered well by candidates; most stating that previous studies were performed in a laboratory, so the advantage of the field experiment was to increase ecological validity.
- (b) Most candidates only scored one mark. The question asked for a disadvantage of *this* field study and whilst most candidates gave a disadvantage of *any* field study, such as lack of control, they failed to make their answer specific to the Piliavin et. al. study. An appropriate answer would be 'there was lack of control because the same participants may travel at the same time each day'.

Question 12

- (a) This question asked for a key feature of ethnocentrism, and the most commonly correct answer given by candidates was that there is in-group favouritism and out-group discrimination. Some candidates misunderstood the term and wrote about the Gould study and eugenics and inherited intelligence.
- (b) This asked for a real-life example that produces ethnocentrism. Common examples included different football teams or sports groups at School. Whilst this would cause in-group favouritism and out-group discrimination, it wouldn't be ethnocentrism because such groups are not necessarily 'ethnic'. A perfect example would be a sports event but between teams from two different nations.

Question 13

- (a) This question required one of the 'facts' that resulted from the testing of army recruits. There are only three correct answers, because the three 'facts' are listed in the study. They are: average mental age of white American adults is a moron at 13; European immigrants can be graded by country of origin; third: Negro is at bottom with average mental age of 10.41. Replication of any one of these three scored three marks; any variation or partially correct answer scored 1 mark.
- (b) This part asked for an implication from these 'facts' and the most common answer was the quoting of the 1924 Immigration restriction act.

Question 14

Ethical issues apply to all studies, and while some studies break more of these guidelines than others, many studies adhere to ethical guidelines. In a question like this any two from the six major guidelines can be chosen. Whilst many candidates answered this question with ease, many others did not write about ethics at all often commenting on the nature of the questions the children were asked. Ethical guidelines applied to this study include: confidentiality maintained; no deception; no informed consent; possible psychological harm; probably no right to withdraw and probably no debriefing.

Question 15

This question asked for one way in which quantitative data was collected and one way in which qualitative data was collected. As these psychological concepts appear as **Section B** questions, candidates should have had little problem in providing appropriate answers. This proved to be the case and many candidates scored maximum marks. However, others confused the terms or did not know them and scored no marks. For quantitative data relevant aspects could include: IQ testing, memory testing, EEG results. For qualitative data candidates could quote the series of interviews or the details of the Rorschach test.

Section B

When answering these questions worth 40 marks in total, candidates are advised to read each question part. Many candidates did not answer question **(a)** directly, often describing procedure of the study rather than focusing answers specifically on the findings of the chosen study.

Question 16

- (a)** Candidates often differed in answers according to the chosen study. Those choosing the Washoe study generally answered best, because a range of findings are explicit in the study. Those choosing the Thigpen and Cleckley and Freud studies found this question part rather more difficult because the findings need to be drawn from the study and are less explicit.
- (b)** The focus was on the procedure and those choosing the Freud and Thigpen and Cleckley studies fared much better here than for part **(a)** being able to describe what happened in the study.
- (c)** In this question part candidates were required to consider both the strengths and weaknesses of the case study method. The optimal strategy was to provide two arguments for and two arguments against. Strengths can include: ecological validity: participants are often studied as part of their everyday life; the quality and richness of data gained; often rare or unique behaviours can be studied in detail. Weaknesses include: data may be unique, possibly not 'normal' and not comparable to others; there may be only one participant so one cannot generalise to others. Another weakness may be that researchers become emotionally attached if only one participant is studied over time.
- (d)** Nearly all candidates struggled to make reasonable suggestions for ways in which a different method could be used to gather data. Many suggested that Freud should study little Hans himself, but often did not elaborate beyond a sentence or so. Similarly the suggestion that Washoe could be studied in a natural environment was common but again with very little elaboration. Not all candidates went on to consider the effect their suggestion would have on the results, as the question asked.

Question 17

This was a less popular question, but question part **(a)** was answered much better than **Question 16(a)** in that it focused on the procedure and not the main findings. There was no difference in preference for studies though those choosing Raine et. al and Schachter and Singer provided better answers overall than those choosing Piliavin et. al.

- (a)** Description was generally very good, with some candidates quoting impressive detail showing depth of knowledge.
- (b)** Some good answers were produced, with some candidates being able to list an impressive range of controls. On the other hand there were those who merely described the allocation of participants to conditions (the control group) and yet others who appeared not to know what a control was.
- (c)** This required a consideration of both the advantages and disadvantages of using controls in psychological studies. Possible advantages include: use of experimental method to reduce irrelevant variables and to control the environment as far as possible; the control of materials/procedure which aims for equality across participants. Possible disadvantages include: too much control may result in artificial rather than natural behaviour; another is that controlling variables is reductionist which may isolate variables from other influencing factors. As always, mark schemes allow credit for other advantages or disadvantages not included in this list.
- (d)** This caused one or two problems for some candidates, as with **Question 16(d)**, but most were able to make appropriate suggestions of what a different method might include.

PSYCHOLOGY

Paper 9698/02

Core Studies 2

General comments

As in previous years, the marks achieved by candidates sitting this examination covered the entire range of the mark spectrum. Many candidates provided excellent answers which showed that they were very well prepared and could extend their answers beyond the core studies themselves. This was particularly evident for the **part (c)** sections in **Section B**.

Some candidates showed a very good understanding of the core studies but achieved less well because of poor time management or a misunderstanding of some of the questions in **Section B**. Candidates should aim to spend half an hour on **Section A** and an hour on **Section B** as this is worth more marks. It is pleasing to see that most candidates did write something for every question on the paper. Very few candidates attempted all three essays. When this did happen the candidate was awarded the mark for the best of the three questions (**Question 6, Question 7 or Question 8**). These candidates usually scored very poorly.

Compared to previous years, **Section A** was particularly well answered. Candidates demonstrated a very high level of knowledge of the five core studies that were covered in the questions. There was an even spread of candidates choosing **Question 6** and **Question 8** for **Section B**. **Question 7** was somewhat less popular.

Comments on individual questions

Section A

Question 1

- (a) This question wanted the candidate to describe a finding from the study. Most candidates were able to gain at least one mark by mentioning which of the conditions in the study (e.g. aggressive, male model) showed more aggression. Many did gain the second mark by describing the finding in relation to the opposite condition (e.g. aggressive condition showed more imitative aggressive acts compared to the non-aggressive condition).
- (b) Often answers to this part did focus on nurture supported by imitation and modelling and in that way it was answered often without reference to the findings detailed in **Question 1(a)**. Most candidates correctly stated that the finding overall supported nurture. A few did discuss that the findings supported nature and they were credited with this if they explained that the higher level of male aggression could be due to genetic causes.

Question 2

- (a) This was very well answered by the candidates. Candidates were able to name two different methods and could often give very detailed answers. Many were able to identify the Rutter A and B scale. Credit was given for candidates that described two different methods (and not the same method used differently). For example, interviews of the mother and interviews of the adolescent were only given one mark as this is only one method.
- (b) Most candidates were able to describe a problem with the method used but fewer candidates recognised issues that effected validity directly.

Question 3

This was worth four marks and asked the candidate to describe two ways the Schachter and Singer study lacked ecological validity. The majority of candidates were able to say one way it lacked ecological validity but often struggled with the second method. Candidates would sometimes repeat themselves and therefore fail to be credited with the second method.

Question 4

- (a) Candidates displayed a thorough knowledge of the Rosenhan study and were able to describe how the pseudo patients were treated by the staff. Most candidates focused on the pseudo patients being ignored by the staff when they asked them when they would be presented at the staff meeting. Sometimes this answer lacked detail. Some candidates also discussed how the pseudo patients witnessed brutality and also the lack of time spent with them as well as lack of privacy. A few candidates wrote about the actual patients rather than the pseudo patients.
- (b) Candidates that were able to answer **part (a)** of the question did very well on this part of the question. Many showed a really good understanding of how the patients were viewed by staff.

Question 5

- (a) Very well answered by the majority of candidates. The majority were able to name either the Alpha test or the Beta test and then went on to describe it. Some candidates lost marks for not describing the test or giving a description without naming it.
- (b) This was also very well answered. There was some misuse of time for this question with some candidates writing over half a side explaining the cultural context of the questions in the tests. While it was very pleasing to see such detailed understanding of this core study, the time would have been better spent in the essay question. Candidates must remember two or three sentences will be sufficient for two marks.

Section B

Question 6

- (a) There were many excellent answers from candidates. Candidates had a good knowledge of the core studies although many did not focus on qualitative data. Sometimes there was poor use of time with some candidates writing almost a full side for each of the four core studies and therefore running out of time for the other two sections of this essay. The question did ask the candidates to focus on how the data was gathered and what was the qualitative data.
- (b) This was probably completed best compared to the other essay questions in this section. Most did focus on strengths and weaknesses of qualitative data although many did not use the core studies to back up their answers. Some did just give problems with the studies which received no credit. The occasional candidate mixed up qualitative and quantitative and gave strengths and weaknesses of quantitative.
- (c) Many candidates did not use evidence and were restricted to 3 or 4 marks. Many answers were anecdotal and included little reference to psychology. However, there were some excellent answers to this question that not only used the core studies listed but also some of the other studies. Some answers extended beyond the studies and discussed wider applications of qualitative as well as quantitative data.

Question 7

- (a) There were reasonable answers. Some candidates did have an understanding of the cognitive approach and were able to shape their knowledge of the four core studies in the question to discussing cognitive processes. Some just gave details of the studies which still received some marks as the candidates would touch on cognitive processes. There was better use of time for this question compared to the other two essay questions with few candidates over-writing.

- (b) Candidates struggled to come up with problems that were specific to the cognitive approach. For this essay alone candidates were credited with general problems with the studies although this was capped at two marks per problem with a maximum of eight marks for the section. Most candidates gained marks in this way.
- (c) There were some very insightful answers and a few candidates did achieve top marks for this section. However, it was apparent that this part of the question demanded knowledge that many candidates did not have. A real understanding of information processing and relationships between computers and the human mind was not evident in general.

Question 8

- (a) This was well answered by many candidates although there was a considerable amount of over-writing for this question. Some candidates would describe the core study in great detail which was unnecessary. The candidate needed to focus on the situational explanation of behaviour in each study and this was often done by giving examples from the studies.
- (b) Many candidates were able to identify relevant problems with a good variety of issues discussed but some failed to support their answer with an example from a study. Weaker candidates provided problems with the core studies rather than focusing on problems with situational explanations.
- (c) There were some good answers to by some candidates that seemed well prepared. Most candidates focused on the dispositional explanation of behaviour as the alternative. Candidates that were unable to bring in other possible explanations (e.g. cognitive, physiological, individual differences) were unable to receive top marks. Evidence again was often lacking resulting in the mark being limited to 3 or 4 marks.

PSYCHOLOGY

Paper 9698/03
Specialist Choices

General comments

This report does not differ significantly from previous reports because many candidates still do not adhere to the advice given to them, and so many of the comments are repeated in this report to reinforce what is needed to improve. Many candidates write excellent answers and clearly follow the advice given. But, there are many more who could improve significantly by following simple rules. Rule 1 is to study some applied psychology! There are those candidates who attempt every question, hoping that a few marks will be scored for each answer. This strategy will always fail, because depth and detail are needed from just four answers. For such candidates all their answers are marked and the best four answers which follow the rubric (i.e. one **Section A** and one **Section B** from two options) are credited. But this will never succeed if no *psychology* is written. Rule 2 is not to write about personal experiences, but to write about psychological theories and studies. Just because a candidate has visited a medical practitioner, it does not mean that they are an expert in health psychology. The same applies to education because being a candidate in a classroom does not make that candidate a competent educational psychologist. Rule 3 is to follow the requirements of the mark scheme. Too many candidates ignore the mark scheme when Examiners must follow mark schemes when marking scripts.

Comments on specific questions

PSYCHOLOGY AND EDUCATION

Section A

Question 1

- (a) Candidates had to explain what was meant by 'assessment and categorisation'. This is the use of tests and standardised assessments of some aspect of educational ability and placing those tested into categories, such as pass/fail or grades or some rank order. Most candidates provided adequate explanations.
- (b) Candidates had to outline one way in which children can be categorised. This could be at various levels such as a written piece of work (an essay) or a project or anything that teachers do as part of their work. It may be in the form of national examinations or it may be tests used by psychologists as diagnostic aids.
- (c) This asked for two implications of assessment and categorisation, and any two implications were acceptable. Some candidates provided superb answers, whilst others appeared not to understand the terms involved.

Question 2

- (a) This question on 'layout of educational environments' is a common one, so it was not surprising to see most candidates scoring maximum marks.
- (b) This question focused on the effects of physical features on performance. The emphasis here is the effect, which could be to improve performance or to decrease it. For example, Pepler (1972) found that in high temperatures the performance of some children improved but in others it decreased.
- (c) Candidates were asked for another feature but here more credit was given for the details of the actual physical feature.

Section B

Question 3

- (a) This asked about how one psychological perspective has been applied to learning. All three major approaches were written about. Those choosing to write about the cognitivist or humanist approaches generally answered the question specifically, and referred to relevant evidence. Those choosing the behaviourist perspective often wrote about classical and operant conditioning without writing about how this would apply in a classroom, as the question asked. Candidates often forget that many corrective and preventative strategies for reducing disruptive behaviour are behaviourist strategies and this could form the basis of an answer on the behaviourist perspective on education.
- (b) Whilst descriptions in **part (a)** were often very good, the quality of evaluation was disappointing.
- (c) Strategies for language teaching were known by candidates but often they could not identify the perspective on which such strategies are based.

Question 4

- (a) This question on disruptive behaviour was very popular but whereas many excellent answers were written, many others were poor and merely stated what candidates had themselves seen in their own classroom, often quoting no psychology whatsoever; for such candidates examples of bullying were most common.
- (b) Evaluation was reasonable for some, but very poor for others; most commonly those with a poor question part **(a)**.
- (c) Candidates could suggest any corrective style that would modify disruptive behaviour. Such strategies are mainly based on behaviour modification techniques and revolve around positive reinforcement, modelling and punishment.

PSYCHOLOGY AND ENVIRONMENT

Section A

Question 5

- (a) This question had a different emphasis from usual with the focus being on controlling crowds. The control strategy will depend on the type of crowd involved and most likely the type of crowd needing control will be an aggressive crowd, as other types such as a peaceful crowd do not need to be controlled.
- (b) The question required a description of two types of crowd. Most candidates were able to do this, choosing from the list by Brown (1965): acquisitive; apathetic; expressive/peaceful; baiting; aggressive ('mob'); and escaping crowd (panicky and non-panicky).
- (c) This asked about controlling crowds in emergency situations and the most commonly correct answer referred to some form of evacuation message.

Question 6

- (a) This question required a definition of housing design and most candidates were able to give an adequate definition, except for a few who had studied a building construction!
- (b) A description of one type of urban housing design was required. This answer would depend on the country of each individual candidate, but the answer did have to focus on urban housing design. Possibly most common was a form of high-rise block of flats. Candidates could also mention gentrification which is the growth of middle class housing in areas that were previously deteriorated.
- (c) This led to many common-sense answers and to make them psychological, candidates needed a supporting study. For example some candidates referred to a lack of what is known as 'opportunities for surveillance' a term coined by Newman (1972) without knowing the jargon term or the work of Newman.

Section B

Question 7

- (a) This question focused on the area of territory. Most candidates choosing this question started with a definition and a look at the different types. Most commonly quoted was Altman (1975) who outlines primary territory: a private area owned by an individual; secondary territory: an area that is used regularly but is shared with others; and public territory: which can only be occupied temporarily on a first come first served basis. Some candidates considered gender differences: e.g. Smith et al (1981) and some cultural differences: e.g. Worchel & Lollis (1982).
- (b) Answers varied significantly between the prepared and the unprepared candidate.
- (c) This question led to answers similar in nature to **Question 6(c)** where candidates could relate what they themselves would do but without knowing the underlying psychology.

Question 8

Very few candidates attempted this question, despite it being a fascinating area to study. Those candidates attempting it either wrote very good or very poor answers.

- (a) There were those who knew very little about environmental cognition ranging to those who considered various aspects such as the acquisition of maps; ways of measuring cognitive maps, errors in maps and gender differences. Occasionally finding the way in which people actually navigate in their environment was considered.
- (b) Answers in reflected the detail and quality of part (a).
- (c) This asked candidates to design a booklet for tourists featuring the scenic environment. Answers were very anecdotal rather than evidence based, despite this topic area being part of the syllabus. Candidates could have included the work of Litton (1972) or Berlyne (1974) or Kaplan and Kaplan (1975).

PSYCHOLOGY AND HEALTH

Section A

Question 9

- (a) This required an explanation of the term 'health belief model'. Most candidates were able to put together some form of answer using the words of the question. Many candidates went on to score full marks by showing some understanding of the term.
- (b) Two ways of measuring lifestyles were required. Basic answers suggested that asking people would be possible, whilst better answers mentioned the use of questionnaires (e.g. like the one by Harris and Guten) and others suggested recording the number of visits to a medical practitioner for lifestyle related illnesses.
- (c) This asked for a description of one health belief model. Often candidates did not know one, or chose the Becker and Rosenstock model. Also legitimate would have been Ajzen & Fishbein's (1975) theory of reasoned action; Ajzen's (1985) theory of planned behaviour; Weinstein et al's (1998) precaution adoption process model or the Prochaska et al (1992) model.

Question 10

- (a) Candidates had to provide an explanation of what is meant by the term 'health promotion'. Most candidates were able to do this successfully, although many answers were too vague and were awarded just one mark.
- (b) This asked for two methods for promoting health. There are two main ways in which health can be promoted: by fear arousal or by providing information. Marks for this question part were allocated according to the range and detail of description of the method provided.

- (c) This question wanted a description of a community-wide study. Whilst many candidates quoted details of a published study, such as the Farquhar three community study, others described a campaign from their own country.

Section B

Question 11

- (a) This question, on adherence to medical advice, attracted many candidates who knew nothing psychological about this area, instead opting to describe their personal experiences of seeing a medical practitioner. As always such answers score very few and often no marks at all. In contrast there were some excellent answers written by candidates who were fully prepared and demonstrated clear and accurate psychological knowledge. Such answers wrote about reasons for non-adherence, such as rational non-adherence and also wrote about how non-adherence can be measured, considering pill counts and also various subjective methods.
- (b) Answers followed the pattern of part (a) with answers attracting marks from the whole available range.
- (c) This asked about ways in which adherence could be improved. Again, there were many pre-prepared answers that were very impressive and there were others who merely guessed at possibilities.

Question 12

If **Question 11** attracted weaker candidates, then any question on substances will do exactly the same, and indeed some candidates answered both **Question 11** and **Question 12** to try to maximise their luck. Simply if there is no psychological knowledge then no marks will be scored. The area of substance abuse allows candidates to write either general, all-encompassing answers, but also to choose to focus on one substance such as cigarettes or alcohol or any other substance. Most candidates writing psychological answers based on psychology chose smoking and many made an appropriate distinction between why people start to smoke and why people continue to smoke. In addition some candidates wrote about theory, with nicotine regulation being most prominent. Question part (c) asked about quitting, rather than preventing, and whilst Alcoholics Anonymous featured, those candidates choosing smoking suggested quitting 'with help from the family' whilst others focused on psychological techniques such as 'rapid smoking', a form of aversion therapy.

PSYCHOLOGY AND ABNORMALITY

Section A

Question 13

- (a) This asked candidates what is meant by the term 'amnesia'. Most candidates were able to write that it is a loss of memory but few were able to add more detail to guarantee the awarding of two marks.
- (b) The question asked for a cause of amnesia and again most candidates were able to provide an appropriate answer. Most common was that it is caused by some very traumatic event.
- (c) This was worth 6 marks and asked for a description of two types of amnesia. Weaker candidates stated that there is 'long term' and 'short term' amnesia, and others just guessed. More able candidates used appropriate psychological terms and types which are: psychogenic amnesia which is memory loss due to psychological factors. Amnesia can be localised (e.g. loss for 3 days after accident); selective (e.g. some but not all events); continuous (e.g. permanent) or generalised (loss of all memory of one's life).

Question 14

- (a) This required an explanation of the term schizophrenia. Most candidates provided good answers which scored maximum marks. The term schizophrenia is from the Ancient Greek schzein (split) and phren (mind).
- (b) An outline of two types of schizophrenia, of which there are five, was required: Hebephrenic: with incoherence, disorganised behaviour, disorganised delusions and vivid hallucinations; Simple: the gradual withdrawal from reality; Catatonic: impairment of motor activity, where the schizophrenic often

holds the same position for hours; Paranoid: with well organised, delusional thoughts (and hallucinations), but with high level of awareness. Finally there is undifferentiated or untypical for all the other schizophrenics who do not fit into any of the above categories!

- (c) This question wanted a treatment for schizophrenia and answers covered a wide range of approaches including the use of drugs, electro-convulsive therapy and behaviour therapy.

Section B

Question 15

- (a) Quite a few candidates impressed with their knowledge of different models of abnormality. A number started by reviewing the different definitions of abnormality, for example the statistical definition and deviation from norms. A review of various models then followed, with the medical model being most prominent. For the weaker candidates, a model of abnormality is the collection of assumptions concerning the way abnormality is caused and treated. Such models include the medical and psychological (behavioural, psychodynamic, humanist) models.
- (b) Candidates provided some good answers, where different models were compared and contrasted, but candidates are always advised to follow the mark scheme and organize answers according to various psychological issues.
- (c) The question was to suggest treatments for *any* abnormality, and many candidates excelled here with their in-depth knowledge of abnormalities and their treatments.

Question 16

Questions on anxiety disorders are a recent addition to the syllabus but some candidates were very well prepared.

- (a) Anxiety is defined as a general feeling of dread or apprehensiveness accompanied by various physiological reactions such as increased heart rate, sweating, muscle tension, rapid and shallow breathing. Most candidates then went on to describe one or more types of anxiety disorders such as phobias, obsessive-compulsive disorder and PTSD (Post traumatic stress disorder). Often answers were restricted to descriptions of types, rather than a consideration of the behavioural, psychodynamic or other underlying explanations.
- (b) The question had very few issues considered with a significant number of candidates merely extending their part (a) answer.
- (c) This required a treatment for anxiety. As most candidates had mentioned phobias, treatments for phobias featured prominently with many behavioural strategies described.

PSYCHOLOGY AND ORGANISATIONS

Section A

Question 17

- (a) This asked for an explanation of the term 'personnel selection'. Typically this is choosing from a sample of job applicants the individual best suited to the job available. Most candidates were able to provide an answer similar to this definition.
- (b) The question wanted two ways in which personnel selection decisions are made. There are many possibilities to choose from, including selection interviews which can be formal or informal; work sample tests where the applicant is required to perform a task to judge abilities; biographical information such as curriculum vitae and references; and others such as peer assessment, self assessment and in some cases graphology.
- (c) Candidates were asked for one weakness in the decision making process and most candidates mentioned possible bias on the part of the person making the selection decisions.

Question 18

- (a) This question caused problems for some candidates. When asked what is meant by the term 'leadership' many could go no further than suggesting "a person who leads". Clearly more than this is needed to score maximum marks.
- (b) A description of two theories of leadership was required. Nearly all candidates were able to describe at least one theory, and most were able to describe two in some detail. Most common was the 'great man theory' (Wood, 1913) and McGregor's (1960) Theory X and Theory Y. Various behavioural theories were also mentioned.
- (c) This asked for a managerial style. Many candidates were unable to distinguish between a leader and a manager with many reverting to autocratic and democratic *leader* styles.

Section B

Question 19

- (a) **Question 19** was an extremely popular choice and most candidates could write about at least one theory of motivation. By far the most popular was that of Maslow, closely followed by other need theories of motivation such as those by Alderfer and McClelland. Job design theories (e.g. Herzberg) were also mentioned but were far less common. A few candidates mentioned Vroom's VIE theory. Answers varied in relation to accuracy of description and quality of description.
- (b) As always this suffered from a lack of consideration of issues, and again it is worth consulting the mark scheme to discover what is credited in this question part.
- (c) This asked for suggestions of how to motivate employees. Most candidates suggested monetary incentives but a few realised that workers can be motivated in ways other than money.

Question 20

As always questions on organisational work conditions attract weaker candidates who think they understand what an 'organisational work condition' is, but who then struggle to include appropriate information in their answers. Such common-sense or anecdotal answers rarely score more than a mark or two for the whole answer. That said, there were a few excellent answers to this question, scoring maximum marks.

- (a) Generally organisational work conditions can be divided into two types: physical conditions such as illumination, temperature, noise, motion, pollution and aesthetic factors such as music and colour; and psychological conditions such as privacy or crowding, status/anonymity and importance/unimportance. Vibration, body movement and posture (e.g. seating or lifting) can also be added, depending on the nature of the organisation.
- (b) This was often a continuation of part (a) for the weaker candidate.
- (c) This was a good question for the more able candidate who could freely express themselves in detail.