
PSYCHOLOGY

9698/32

Paper 3 Specialist Choices

May/June 2018

MARK SCHEME

Maximum Mark: 80

Published

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

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

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

the specific content of the mark scheme or the generic level descriptors for the question
the specific skills defined in the mark scheme or in the generic level descriptors for the question
the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
marks are awarded when candidates clearly demonstrate what they know and can do
marks are not deducted for errors
marks are not deducted for omissions
answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Each option has three questions:

Section A: A short answer question: (a) = 2 marks, (b) = 4 marks

Section B: An essay question: (a) = 8 marks, (b) = 12 marks

Section C: An applications question (a) = 6 marks, (b) = 8 marks [choice of questions]

In order to achieve the same standard across all options, the same mark schemes are used for each option. These mark schemes are as follows.

Section A: Short answer question: (a) = 2 marks	
No answer or incorrect answer.	0
Basic or muddled explanation. Some understanding but brief and lacks clarity.	1
Clear and accurate and explicit explanation of term.	2

Section A: Short answer question: (b) = 4 marks	
No answer or incorrect answer.	0
Anecdotal answer with little understanding of question area and no specific reference to study	1
Basic answer with some understanding. Reference to named study/area only. Minimal detail.	2
Good answer with good understanding. Study/area included with good description.	3
Very good answer with clear understanding of study/area with detailed and accurate description.	4

Section C: Application question = 6 marks	
No answer or incorrect answer.	0
Vague attempt to relate anecdotal evidence to question. Understanding limited.	1–2
Brief description of range of appropriate evidence with some understanding.	3–4
Appropriate description of good range of appropriate evidence with clear understanding.	5–6

Section C: Application question = 8 marks	
Suggestion is wrong.	0
<p>Suggestion is largely appropriate to the question and is vaguely based on psychological knowledge. Answer is mainly inaccurate, often incoherent and lacks detail. Understanding is lacking. If applicable, methodological knowledge is basic or absent.</p> <p>For methodology question <i>description</i> of a study/other authors' work 2 marks max if related to question.</p> <p>Different method from that named, but related to question max 2 marks.</p> <p>Method correct, but not answering question max 2 marks.</p>	1–2
<p>Suggestion is appropriate to the question and based on psychological knowledge. Answer has some accuracy, some coherent and some detail. Understanding is limited. If applicable, methodological knowledge is adequate.</p> <p>Range of different methods, including named method, but lacks coherence.</p>	3–4
<p>Suggestion is appropriate to the question and is based on psychological knowledge. Answer is accurate, largely coherent and detailed. Understanding is good.</p> <p>If applicable, methodological knowledge is good.</p> <p>Note: main/named method plus method to gather data is coherent.</p>	5–6
<p>Suggestion is appropriate to the question and is clearly based on psychological knowledge. Answer is accurate, is coherent and has appropriate detail. Terminology is used appropriately. Understanding is very good. Methodological knowledge is very good with 5 or more co-ordinated features.</p>	7–8

GENERIC: General: In this question part each candidate is free to **suggest** a way in which the assessment request could be investigated; the ‘you’ is emphasised to show that in this question it is not *description* that is being assessed, but an individual *suggestion*.

The question may be in the form of a suggestion for research, or an application.

The question may allow a candidate a free choice of method to design their own study.

It might be that a specific method is named in the question, and if it is this method *must be addressed*.

Each answer should be considered individually as it applies to the mark scheme.

Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.

EXAMPLE: Specific: The named method is a **field experiment**, so inclusion where the experiment is to be conducted, IV and DV, controls, and design, task to be completed and sample for example, are essential features. Note: not all these features are needed for a max mark.

Experiments	Observations	Q’nnaire/Interview	General features
Type: lab or field	Participants: overt or covert	Type: open/closed	Sampling technique/sample
IV and DV	Observers: participant or non-participant	Setting: where conducted/how	Type of data Quantitative or Qualitative
Design	Data: structured or unstructured	Questions	Data analysis: descriptive or inf
Controls	Setting: controlled or uncontrolled	Rating scale e.g. type, 5-point	Ethics Reliability Validity
Allocate to conditions	Number observers/irr	Scoring	

Section B: Essay question: (a) = 8 marks	
No answer or incorrect answer.	0
Definition of terms and use of psychological terminology is sparse or absent. Description is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. The answer is unstructured and lacks organisation.	1–2
Definition of terms is basic and use of psychological terminology is adequate. Description is often accurate, generally coherent but lacks detail. Understanding is reasonable. The answer is lacking structure or organisation.	3–4
Definition of terms is mainly accurate and use of psychological terminology is competent. Description is mainly accurate, coherent and reasonably detailed. Understanding is good. The answer has some structure and organisation.	5–6
Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.	7–8

Section B: Essay question: (b) = 12 marks	
No answer or incorrect answer. Answer is descriptive with [no evaluation]	0
<p>Evaluation (positive and negative points) is basic. [General evaluation] Range of evaluative points, <u>which may or may not include the named issue</u>, is sparse and may be only positive or negative. Evaluative points are not organised into issues/debates, methods or approaches. Sparse or no use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is very limited or not present. Evaluation is severely lacking in detail and understanding is weak.</p>	1–3
<p>Evaluation (positive and negative points/advantages and disadvantages) is limited. Range of evaluative points, <u>which may or may not include the named issue</u>, is limited. Points <u>hint</u> at issues/debates, methods or approaches but with little or no organisation into issues. Poor use of supporting examples. Analysis (key points and valid generalisations) is sparse. Evaluation is lacking in detail and understanding is sparse. Note: If issue is identified and has supporting examples, but no evaluation of the issue (positive or negative points), <u>maximum 4 marks, 6 marks with general evaluation</u>. Note: If evaluation is ‘study by study’ with same issues identified repeatedly with no positive or negative points of issues, however good examples are, <u>maximum 6 marks</u>. Note: If the issue stated in the question is not addressed, <u>maximum 6 marks</u>. Note: If only the issue stated in the question is addressed, <u>maximum 4 marks</u>.</p>	4–6
<p>Evaluation of issues (positive and negative points) is good. Range of evaluative issues/debates, methods or approaches, <u>including the named issue</u>, is good and is balanced. The answer has some organisation of evaluative issues (rather than ‘study by study’). Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation has good detail and understanding is good.</p>	7–9
<p>Evaluation (positive and negative points) is comprehensive. Selection and range of evaluative issues/debates, methods or approaches, <u>including the named issue</u>, is very good and which are competently organised. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed, and understanding is thorough.</p>	10–12

PSYCHOLOGY AND EDUCATION

Question	Answer	Marks
Section A: Short answer question: (a) = 2 marks		
1(a)	<p>Explain, in your own words, what is meant by the term ‘teaching style’.</p> <p>Typically: a teaching style is the way in which a teacher teaches. Marks: 1 mark basic; 2 marks for more than obvious statement, example or elaboration (such as an example of a teaching style).</p>	2
Section A: Short answer question: (b) = 4 marks		
1(b)	<p>Describe <u>two</u> teaching styles.</p> <p>Syllabus: Learning styles and teaching styles: The onion model (Curry, 1983); Grasha’s (1996) six styles of learning. Teaching styles: formal and informal styles (Bennett, 1976); High-initiative and low-initiative (Fontana, 1995)</p> <p>Most likely: Bennett (1976) distinguishes between a formal (teacher centred) and an informal (student centred) style of teaching. The formal style should not result in disruption because the style means the teacher controls what happens and how learning takes place. Alternatively, Fontana (1995) distinguishes between a high-initiative style and a low-initiative style. A high initiative teacher is aware of the needs of individual students and so they will be more active in learning, make more informed decisions and be more confident about what they do. They should, therefore not be disruptive.</p> <p>Marks: up to 2 marks for each appropriate description.</p>	4

Question	Answer	Marks
Section B: Essay question: (a) = 8 marks		
2(a)	<p>Describe what psychologists have discovered about special educational needs.</p> <p>Candidates are likely to include some of the following details from the syllabus:</p> <p>definitions, types and assessment of special educational needs (including gifted children). Definitions of special educational need and giftedness; types of special educational need (e.g. dyslexia, attention deficit hyperactivity disorder ADHD), autistic spectrum disorders and giftedness (e.g. Bridges, 1969)</p> <p>causes and effects of one specific learning difficulty or disability. Most likely: dyslexia or attention deficit hyperactivity disorder, autistic spectrum disorder or any other need</p> <p>strategies for educating children with special needs. Integration versus segregation; for gifted children, acceleration or enrichment (e.g. Renzulli, 1977). Dyslexia (e.g. Selikowitz, 1998).</p>	8
Section B: Essay question: (b) = 12 marks		
2(b)	<p>Evaluate what psychologists have discovered about special educational needs, including a discussion about generalisations.</p> <p><i>NOTE: any evaluative point can receive credit; the hints are for guidance only.</i></p> <p><u>Evaluation of theory:</u> internal strengths and weaknesses; theoretical issues: reductionism, determinism, ethnocentrism. Supporting/contradicting evidence; Comparisons and contrasts with alternative theory.</p> <p><u>Evaluation of research:</u> strengths and weaknesses of methods, sample, controls, procedure. Evaluation of and comparisons and/or contrasts with alternative methodologies.</p> <p><u>Evaluation of issues and debates:</u> <i>Any relevant debate can be raised</i>, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.</p> <p><u>Named issue: generalisations:</u> For example, the extent to which a sample/study/finding can be applied to the wider population. There are cultural universals in this topic area but individual, cultural or sex differences may exist. To what extent can aspects of special educational needs be generalised?</p>	12

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
3	Behaviourists control disruptive behaviour with corrective behaviour modification techniques.	
3(a)	<p>Suggest how <u>you</u> would design and conduct an investigation to determine the effectiveness of a corrective technique.</p> <p>General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the ‘you’ is emphasised to show that in this question it is not <i>description</i> that is being assessed, but an individual <i>suggestion</i>. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: Candidates are free to choose any method. The choice of method should be appropriate, and the answer should include the essential features of that method. Marks awarded for methodological knowledge and how methodology is applied to this topic area.</p>	8
Section C: Application question (b) = 6 marks		
3(b)	<p>Describe the theory of learning on which your suggestion is based.</p> <p>Syllabus: Behaviourist applications to learning underlying theory (classical and operant conditioning); applications such as programmed learning and behaviour modification techniques (controlling disruptive behaviour).</p> <p>Expansion: Candidates may describe the basics of operant conditioning, perhaps the work of Skinner. They should outline positive and negative reinforcement and punishment. Classical conditioning is inappropriate though credit can be given if the point is justified. Candidates may describe actual corrective techniques such as those by Bijou and Sturges (1959) or O’Leary and Becker (1967). These receive no credit, but candidates may write about the principles on which they are based and so receive credit for that.</p> <p>Marks: 4 marks for quality of description of learning theory; 2 marks for linking it to ‘suggestion’ i.e. corrective strategy used in part (a).</p>	6

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
4	Talking in a classroom can be disruptive and bullying can involve verbal aggression.	
4(a)	<p>Suggest how <u>you</u> would design and conduct an observational study to categorise different types of talking in a classroom.</p> <p>General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the ‘you’ is emphasised to show that in this question it is not <i>description</i> that is being assessed, but an individual <i>suggestion</i>. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: The named method is an observational study, so candidates are expected to show knowledge of the type (controlled, natural, participant, etc.), where the observation will be conducted, coding/response categories and sampling type (event, time, etc.). Finally, whether or not there are two or more observers. Note: not all these features are needed for a max mark.</p>	8
Section C: Application question (b) = 6 marks		
4(b)	<p>Describe <u>two</u> types of bullying.</p> <p>Syllabus: Types, explanations and effects of disruptive behaviours Types: conduct (e.g. distracting, attention-seeking, calling out, out-of-seat); immaturity and verbal and physical aggression (bullying), attention deficit hyperactive disorder. Explanations and effects for one or more of above types. Poor teaching style.</p> <p>Most likely: Types: verbal and physical aggression Note: Candidates may write about causes of (or explanations for) bullying. This is different from ‘types’ (see syllabus above) and scores 0 marks. Note: Einarsen (1999) lists five types of bullying at work. These receive credit only if they are explicitly relevant to education.</p> <p>Marks: 1 marks for identification of type; +2 mark for elaboration i.e. detail and quality of answer, · 2</p>	6

PSYCHOLOGY AND HEALTH

Question	Answer	Marks
Section A: Short answer question: (a) = 2 marks		
5(a)	<p>Explain, in your own words, what is meant by the term ‘daily hassles’.</p> <p>Typically: daily hassles are the small, everyday frustrations that happen to people, such as losing keys, missing a bus, filling falling out of sandwich, etc.</p> <p>Marks: 1 mark basic; 1 mark elaboration, i.e. evidence of psychological knowledge (such as reference to Lazarus et al) or example, scores 1 additional mark.</p>	2
Section A: Short answer question: (b) = 4 marks		
5(b)	<p>Describe <u>one</u> study which has measured daily hassles.</p> <p>Syllabus: causes/sources of stress: Physiology of stress and effects on health. The Gas model (Selye). Causes of stress: lack of control (e.g. Geer and Maisel, 1972), work (e.g. Johansson, 1978), life events (Holmes and Rahe, 1967), personality (e.g. Friedman and Rosenman, 1974), daily hassles (e.g. Lazarus, 1981)</p> <p>Most likely (any appropriate study to receive credit): The daily hassles view is that stress is caused by the small everyday frustrations, such as the filling falling out of your sandwich, or the school bus being late.</p> <p style="padding-left: 40px;">Kanner et al. (1981) called such events daily hassles. In the original study 100 adults completed the hassle scale once a month for 10 months and it was found that ‘concerns about weight’ and ‘too many things to do’ were at the top of the hassles list. The modified hassles scale now has 117 items. They also have an uplifts scale with 135 events that bring peace, satisfaction or joy. Coddington et al. (1982) devised a ‘Daily Hassles for College Students’.</p> <p>Marks: Marks: up to 4 marks determined by quality of description.</p>	4

Question	Answer	Marks
Section B: Essay question: (a) = 8 marks		
6(a)	<p>Describe what psychologists have learned about pain.</p> <p>Candidates are likely to include some of the following details from the syllabus:</p> <p>types and theories of pain: Definitions of pain. Acute and chronic organic pain; psychogenic pain (e.g. phantom limb pain). Theories of pain: specificity theory, gate control theory (Melzack, 1965).</p> <p>measuring pain: Self report measures (e.g. clinical interview); psychometric measures and visual rating scales (e.g. MPQ, visual analogue scale), behavioural/observational (e.g. UAB). Pain measures for children (e.g. paediatric pain questionnaire, Varni and Thompson, 1976).</p> <p>managing and controlling pain: Medical techniques (e.g. surgical; chemical). Psychological techniques: cognitive strategies (e.g. attention diversion, non-pain imagery and cognitive redefinition); alternative techniques (e.g. acupuncture, stimulation therapy/tens).</p>	8
Section B: Essay question: (b) = 12 marks		
6(b)	<p>Evaluate what psychologists have learned about pain, including a discussion about the different ways in which pain can be managed.</p> <p><i>NOTE: any evaluative point can receive credit; the hints are for guidance only.</i></p> <p><u>Evaluation of theory:</u> internal strengths and weaknesses; theoretical issues: reductionism, determinism, ethnocentrism. Supporting/contradicting evidence; Comparisons and contrasts with alternative theory.</p> <p><u>Evaluation of research:</u> strengths and weaknesses of methods, sample, controls, procedure; Evaluation of and comparisons and/or contrasts with alternative methodologies.</p> <p><u>Evaluation of issues and debates:</u> <i>Any relevant debate can be raised</i>, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.</p> <p><u>Named issue: Management/treatments of pain:</u> Candidates can focus on the strengths and weaknesses of just one technique or they could widen the discussion to compare and contrast with other techniques. Reference to the third bullet point above reveals the different techniques that might be considered along with the specific examples.</p>	12

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
7	Practitioner style can be patient-centred or doctor-centred.	
7(a)	<p>Suggest how <u>you</u> could design and conduct an investigation into the preferred practitioner style for patients at your local health centre.</p> <p>General: In this question part, each candidate is free to suggest a way in which the assessment request could be investigated; the ‘you’ is emphasised to show that in this question it is not <i>description</i> that is being assessed, but an individual <i>suggestion</i>. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: Candidates are free to choose any method. The choice of method should be appropriate, and the answer should include the essential features of that method. Marks awarded for methodological knowledge and how methodology is applied to this topic area.</p>	8
Section C: Application question (b) = 6 marks		
7(b)	<p>Describe <u>one</u> study which has investigated practitioner style.</p> <p>Syllabus: Patient and practitioner diagnosis and style: Practitioner style: doctor and patient centred (Byrne and Long, 1976; Savage and Armstrong, 1990). Practitioner diagnosis: type I and type II errors. Disclosure of information (e.g. Robinson and West, 1992)</p> <p>Most likely: Byrne and Long (1976) distinguish between a doctor-centred style and a patient-centred style. Savage and Armstrong (1990) compared a sharing consulting style (patient-centred) with a directive consulting style (doctor-centred).</p> <p>Marks: up to 6 marks determined by quality of description.</p>	6

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
8	Accidents are sometimes caused by human error due to cognitive overload. It is not known how many different stimuli a person can process at any one time.	
8(a)	<p>Suggest how <u>you</u> would design and conduct an experiment to investigate cognitive overload.</p> <p>General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the ‘you’ is emphasised to show that in this question it is not <i>description</i> that is being assessed, but an individual <i>suggestion</i>. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: The named method is an experiment, so inclusion of type of experiment, IV and DV, controls, and design, task to be completed and sample for example are essential features. Note: not all these features are needed for a max mark.</p>	8
Section C: Application question (b) = 6 marks		
8(b)	<p>Describe <u>two</u> causes of human error, other than cognitive overload.</p> <p>Syllabus: Accident proneness and personality: Accident prone personality; personality factors e.g. age, personality type Human error (e.g. Riggio, 1990), illusion of invulnerability (e.g. The Titanic), cognitive overload (e.g. Barber, 1988)</p> <p>Most likely (any appropriate answer receives credit): Illusion of invulnerability (e.g. The Titanic), or any example from accident prone personality. Studies have been done related to age, personality (introverts and extraverts) and those influenced by lack of sleep or a substance.</p> <p>Marks: 3 marks for each appropriate description of cause.</p>	6

PSYCHOLOGY AND ENVIRONMENT

Question	Answer	Marks
Section A: Short answer question: (a) = 2 marks		
9(a)	<p>Explain, in your own words, what is meant by a ‘sketch map’.</p> <p>Typically: a sketch map is ‘drawing of a map’; a sketch of a mental image/ the cognitive map people have in their heads. Marks: 1 mark for mention of ‘drawing/sketch’ and 1 mark for appropriate explanation of aspects of ‘cognitive map’.</p>	2
Section A: Short answer question: (b) = 4 marks		
9(b)	<p>Describe the features of a sketch map such as those outlined by Lynch.</p> <p>Syllabus: definitions, measures, errors and individual differences in cognitive map: Definitions, measures: sketch maps (Lynch, 1960); multidimensional scaling (e.g. Moar, 1987); errors and individual differences (e.g. Malinowski, 2001).</p> <p>Most likely: Lynch (1960) outlines five features: Paths (e.g. roads, walkways, routes for travel); Edges (fences, walls along the side of which people may walk or travel); Districts (‘larger’ spaces such as a local village or area) Nodes (places or junctions where people or vehicles, etc. meet) Landmarks (distinctive places which are often large and well-known).</p> <p>Marks: 2 marks for correct identification of two (or more) features; 2 marks for elaboration and/or example of two (or more) features.</p>	4

Question	Answer	Marks
Section B: Essay question: (a) = 8 marks		
10(a)	<p>Describe what psychologists have found out about personal space and territory.</p> <p>Candidates are likely to include some of the following details from the syllabus:</p> <p>Definitions, types and measures. Defining space (e.g. Hall, 1966) and territory (e.g. Altman, 1975). Alpha space and beta space. Measuring space: simulation (e.g. Little, 1968); stop-distance; space invasions (see below).</p> <p>Invading space and territory. Invasions (e.g. Middlemist et al., 1976; Fisher and Byrne, 1975; Brodsky et al., 1999).</p> <p>Defending territory and space. Defending primary territory (e.g. Newman, 1976) and public territory (e.g. Ruback, 1997); territorial markers (e.g. Hoppe et al., 1972).</p>	8
Section B: Essay question: (b) = 12 marks		
10(b)	<p>Evaluate what psychologists have found out about personal space and territory, including a discussion about the extent to which generalisations can be made from one culture to another.</p> <p><i>NOTE: any evaluative point can receive credit; the hints are for guidance only.</i></p> <p><u>Evaluation of theory:</u> internal strengths and weaknesses; theoretical issues: reductionism, determinism, ethnocentrism. Supporting/contradicting evidence; Comparisons and contrasts with alternative theory.</p> <p><u>Evaluation of research:</u> strengths and weaknesses of methods, sample, controls, procedure. Evaluation of and comparisons and/or contrasts with alternative methodologies.</p> <p><u>Evaluation of issues and debates:</u> <i>Any relevant debate can be raised</i>, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.</p> <p><u>Named issue: generalisations:</u> usually, the extent to which a sample/study/finding can be applied to the wider population. However, with personal space and territory there is the specific issue of whether generalisations can be made from one culture to another. The study by Little (1968) is most likely, but any other relevant information can be included.</p>	12

Question	Answer	Marks
Section C: Application question (a) = 6 marks		
11	If listening to music by Mozart makes a person smarter, perhaps Mozart should be played when students are sitting examinations.	
11(a)	<p>Describe evidence suggesting that music improves performance.</p> <p>Syllabus: positive uses of sound (music): Consumer behaviour (e.g. North, 2003; North 1999); stress reduction (e.g. Chafin, 2004); performance (e.g. Mozart effect).</p> <p>Most likely: Rauscher et al. (1999) showed that listening to a Mozart piano sonata produced significant short-term enhancement of spatial-temporal reasoning in college students. This led to the widespread claim that listening to Mozart's music would made people more intelligent. Some research has supported these findings, but many other studies have not, such as Steele et al. (1999) and also no effect found by Mehr et al. (2013).</p> <p>Marks: up to 6 marks for accurate description of evidence that music improves performance.</p>	6
Section C: Application question (b) = 8 marks		
11(b)	<p>Suggest how <u>you</u> would conduct an experiment to determine whether students perform better with or without music in examinations.</p> <p>General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not <i>description</i> that is being assessed, but an individual <i>suggestion</i>. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: The named method is an experiment, so inclusion of type of experiment, IV and DV, controls, and design, task to be completed and sample for example are essential features. Note: not all these features are needed for a max mark.</p>	8

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
12	Data on the negative effects of crowding could be gathered from people on public transport.	
12(a)	<p>Suggest how <u>you</u> would design and conduct an interview to gather both quantitative <u>and</u> qualitative data from people travelling on public transport.</p> <p>General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the ‘you’ is emphasised to show that in this question it is not <i>description</i> that is being assessed, but an individual <i>suggestion</i>. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: The named method is an interview is required so candidates should show some knowledge of types of interview techniques (e.g. face-to-face; telephone) Fixed questions could be asked (structured interview) or it could be open-ended to gain additional information.</p>	8
Section C: Application question (b) = 6 marks		
12(b)	<p>Describe <u>one</u> study on the negative effects of crowding on human health.</p> <p>Syllabus: Effects on human health, pro-social behaviour and performance: Pro-social behaviour (e.g. Dukes and Jorgenson, 1976; Bickman et al, 1973) Health (e.g. Lundberg, 1976). Performance e.g. Mackintosh, 1975).</p> <p>Most likely: Lundberg (1976) studied commuter passengers travelling to Stockholm. He measured stress hormones contained in a urine sample and found that those travelling for 72 minutes had less stress than those travelling for 38 minutes. The explanation for this difference was those starting the journey had ‘cognitive control’ over where they sat on the train, whereas those getting on half-way has less or no choice, resulting in more stress.</p> <p>Marks: up to 6 marks determined by quality of answer.</p>	6

PSYCHOLOGY AND ABNORMALITY

Question	Answer	Marks
Section A: Short answer question: (a) = 2 marks		
13(a)	<p>Explain what is meant by the ‘behavioural model of abnormality’.</p> <p>Typically: The behavioural model assumes that all behaviour (including abnormalities) is learned, usually through classical and operant conditioning. Using a behaviour therapy or behaviour modification the inappropriate behaviour can be replaced.</p> <p>Marks: 1 for basic and 1 mark for elaboration/example.</p>	2
Section A: Short answer question: (b) = 4 marks		
13(b)	<p>Describe <u>two</u> abnormalities explained by the behavioural model.</p> <p>Syllabus: models of abnormality: Medical/biological, behavioural, psychodynamic, cognitive. Assumptions and applications of models.</p> <p>Most likely: Phobias, impulse control disorders (e.g. kleptomania, pyromania, addictive gambling or any other), obsessive-compulsive disorder, depression (learned helplessness) Any examples would be acceptable, provided that they can be explained by the behavioural model.</p> <p>Marks: 1 mark for basic and 1 mark for elaboration/example, · 2.</p>	4

Question	Answer	Marks
Section B: Essay question: (a) = 8 marks		
14(a)	<p>Describe what psychologists have found out about abnormal affect.</p> <p>Candidates are likely to include some of the following details from the syllabus:</p> <p>Types, characteristics, examples of and sex differences: Types: depression (unipolar) and mania (bipolar); causes and treatments for manic depression; sex differences in depression</p> <p>Explanations of depression: Biological: genetic and neurochemical; cognitive: Beck's cognitive theory; learned helplessness/attributional style (Seligman, 1979)</p> <p>Treatments for depression: Biological: chemical/drugs (MAO, SSRIs); electro-convulsive therapy. Cognitive restructuring (Beck, 1979); rational emotive therapy (Ellis, 1962).</p>	8
Section B: Essay question: (b) = 12 marks		
14(b)	<p>Evaluate what psychologists have found out about abnormal affect, including a discussion about competing explanations.</p> <p><i>NOTE: any evaluative point can receive credit; the hints are for guidance only.</i></p> <p><u>Evaluation of theory:</u> internal strengths and weaknesses; theoretical issues: reductionism, determinism, ethnocentrism. Supporting/contradicting evidence; Comparisons and contrasts with alternative theory.</p> <p><u>Evaluation of research:</u> strengths and weaknesses of methods, sample, controls, procedure. Evaluation of and comparisons and/or contrasts with alternative methodologies.</p> <p><u>Evaluation of issues and debates:</u> <i>Any relevant debate can be raised, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.</i></p> <p><u>Named issue: competing explanations:</u> candidates should compare and contrast biological with cognitive explanations (or specific explanations of these (see syllabus above)).</p>	12

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
15	Electro-convulsive therapy (ECT) can be used to treat schizophrenia, but it can have side effects.	
15(a)	<p>Suggest how <u>you</u> would design and conduct a longitudinal study to investigate whether ECT used for schizophrenia has side effects.</p> <p>General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the ‘you’ is emphasised to show that in this question it is not <i>description</i> that is being assessed, but an individual <i>suggestion</i>. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: The named method is a longitudinal study and so an appropriate method is needed to gather longitudinal data. The answer should include the essential features of that method. Marks awarded for methodological knowledge and how methodology is applied to this topic area.</p>	8
Section C: Application question (b) = 6 marks		
15(b)	<p>Describe <u>two</u> other ways in which schizophrenia can be treated.</p> <p>Syllabus: treatments for schizophrenia: Biochemical (antipsychotics and atypical antipsychotics); electro-convulsive therapy. Token economy (Paul and Lentz, 1977); cognitive-behaviour therapy (Sensky, 2000).</p> <p>Most likely: chemical/drug: first generation of typical antipsychotics (or neuroleptics) began in the 1950s with chlorpromazine, then came atypical anti-psychotics which acted mainly by blocking dopamine receptors. The third generation of drugs, such as Aripiprazole, are thought to reduce susceptibility to metabolic symptoms present in the second-generation atypical antipsychotics Cognitive-behaviour therapy (e.g. Sensky et al., 2000) based on behaviourism and cognitive approaches Token economy (e.g. Paul and Lentz, 1977) based on learning theory.</p> <p>Marks: up to 3 marks for each way: 1 mark basic and 3 marks for quality.</p>	6

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
16	Sometimes aversion therapy is used to help people to cope with their addiction or impulse control disorder.	
16(a)	<p>Suggest how <u>you</u> would design and conduct a study using an interview to investigate the effectiveness of aversion therapy for an addiction to alcohol.</p> <p>General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the ‘you’ is emphasised to show that in this question it is not description that is being assessed, but an individual suggestion. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: The named method is an interview is required so candidates should show some knowledge of types of interview techniques (e.g. face-to-face; telephone). Fixed questions could be asked (structured interview) or it could be open-ended to gain additional information.</p>	8

Question	Answer	Marks
Section C: Application question (b) = 6 marks		
16(b)	<p>Describe <u>one</u> other way in which an addiction or an impulse control disorder can be treated.</p> <p>Syllabus: copng with and reducing addiction and impulse control disorders: Behavioural e.g. token economy; aversion therapy (for alcoholism). Cognitive behaviour therapy (e.g. Kohn, 2000) for kleptomania</p> <p>Most likely: Cognitive therapy is based on the principle that certain ways of thinking can trigger, or ‘fuel’, certain health problems. The aim is to change ways of thinking to avoid these ideas. Behaviour therapy aims to change any behaviours that are harmful or not helpful. CBT is a mixture of cognitive and behaviour therapies combined because behaviour often reflects thoughts about certain things or situations. Token economy (e.g. Paul and Lentz, 1977) based on learning theory. Kohn and Antonuccio (2002) used covert sensitisation with images of getting arrested, going to court and spending time in jail successfully in the case study of Jay. Glover (2011) used images of nausea and vomiting to treat a 14-year-old with a history of kleptomania. Candidates may also write about studies involving Imaginal desensitisation: teaching progressive muscle relaxation and the person visualises themselves being exposed to the situation that triggers the drive to carry out the impulsive behaviour.</p> <p>Marks: up to 6 marks determined by quality of description.</p>	6

PSYCHOLOGY AND ORGANISATIONS

Question	Answer	Marks
Section A: Short answer question: (a) = 2 marks		
17(a)	<p>Explain, in your own words, what is meant by the term ‘operator-machine system’.</p> <p>Typically: According to Chapanis (1976) this includes features of the operator such as: senses, information processing and decision-making ability, and ability to control; features of the machine such as its controls and its displays.</p> <p>Marks: 1 mark for inclusion of some feature of the operator and 1 mark for inclusion of some feature of the machine. Also ‘interaction’ = 1 mark; + example = 1 mark.</p>	2
Section A: Short answer question: (b) = 4 marks		
17(b)	<p>Describe <u>two</u> errors/accidents in operator-machine systems.</p> <p>Syllabus: Ergonomics: Operator-machine systems: visual and auditory displays, controls. Errors and accidents in operator-machine systems. Reducing errors: theory A and theory B (Reason, 2000).</p> <p>Most likely (any other appropriate technique to be credited): Riggio (1990) suggests when operating machines there can be decision-making errors of:</p> <ul style="list-style-type: none"> Omission: failing to do something, such as forgetting to turn something off Commission: performing an act incorrectly i.e. doing something wrong, Sequence errors: doing something out of order; and Timing errors: doing something too quickly, or too slowly. <p>Marks: 1 mark for identification of error/accident, 1 further mark for expansion (e.g. example), · 2.</p>	4

Question	Answer	Marks
Section B: Essay question: (a) = 8 marks		
18(a)	<p>Describe what psychologists have found out about satisfaction at work.</p> <p>Candidates are likely to include some of the following details from the syllabus:</p> <p>Job design. Job characteristics (e.g. Hackman and Oldham, 1980). Job design: enrichment, rotation and enlargement. Designing jobs that motivate.</p> <p>Measuring job satisfaction. Rating scales and questionnaires: e.g. job description index, Minnesota satisfaction questionnaire. Critical incidents: e.g. critical incidents technique. Interviews.</p> <p>Attitudes to work. Theories of job satisfaction and dissatisfaction (e.g. Herzberg, 1959). Job withdrawal, absenteeism and sabotage. Organisational commitment. Promoting job satisfaction.</p>	8
Section B: Essay question: (b) = 12 marks		
18(b)	<p>Evaluate what psychologists have found out about satisfaction at work, including a discussion about individual differences.</p> <p><i>NOTE: any evaluative point can receive credit; the hints are for guidance only.</i></p> <p><u>Evaluation of theory:</u> Internal strengths and weaknesses; theoretical issues: reductionism, determinism, ethnocentrism. Supporting/contradicting evidence; Comparisons and contrasts with alternative theory.</p> <p><u>Evaluation of research:</u> Strengths and weaknesses of methods, sample, controls, procedure. Evaluation of and comparisons and/or contrasts with alternative methodologies.</p> <p><u>Evaluation of issues and debates:</u> <i>Any relevant debate can be raised, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.</i></p> <p><u>Named issue: individual differences.</u> This psychological approach takes more of an idiographic approach i.e. it is interested in individual differences because of biology, culture, gender, ethnicity etc. In relation to job satisfaction, is it possible to generalise from one worker to all or are there individual differences?</p>	12

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
19	Researchers at the University of Michigan identified task-oriented behaviours' in leaders.	
19(a)	<p>Suggest how <u>you</u> would design and conduct an observational study to investigate task-oriented behaviours' in leaders.</p> <p>General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the 'you' is emphasised to show that in this question it is not <i>description</i> that is being assessed, but an individual <i>suggestion</i>. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: The named method is an observational study, so candidates are expected to show knowledge of the type (controlled, natural, participant, etc.), where the observation will be conducted, coding/response categories and sampling type (event, time, etc.). Finally, whether or not there are two or more observers. Note: not all these features are needed for a max mark.</p>	8
Section C: Application question (b) = 6 marks		
19(b)	<p>Describe <u>two</u> behavioural theories of leadership.</p> <p>Syllabus: theories of leadership. Universalist: great person theory, charismatic and transformational leaders. Behavioural: Ohio state studies (initiating structure and consideration), University of Michigan studies (task and relationship-oriented behaviours).</p> <p>Most likely: Researchers at Ohio State University Halpin and Winer (1957) suggested initiating structure and consideration Researchers at the University of Michigan identified task-oriented behaviours and relationship-oriented behaviours. This extended into Blake and Moulton's (1985) Managerial Grid.</p> <p>Marks: 3 marks for a description of each behavioural theory.</p>	6

Question	Answer	Marks
Section C: Application question (a) = 8 marks		
20	Group conflict is often negative, but it can also have positive effects.	
20(a)	<p>Suggest how <u>you</u> would design and conduct a study to investigate the positive effects of group conflict.</p> <p>General: In this question part each candidate is free to suggest a way in which the assessment request could be investigated; the ‘you’ is emphasised to show that in this question it is not <i>description</i> that is being assessed, but an individual <i>suggestion</i>. The question may be in the form of a suggestion for research, or an application. The question may allow a candidate a free choice of method to design their own study. It might be that a specific method is named in the question, and if it is this method must be addressed. Each answer should be considered individually as it applies to the mark scheme. Marks are awarded for methodological knowledge and how the methodology is applied to this topic area.</p> <p>Specific: Candidates are free to choose any method. The choice of method should be appropriate, and the answer should include the essential features of that method. Marks awarded for methodological knowledge and how methodology is applied to this topic area.</p>	8
Section C: Application question (b) = 6 marks		
20(b)	<p>Using examples, describe positive and negative effects of group conflict.</p> <p>Syllabus: Group conflict: Major causes of group conflict: organisational and interpersonal conflict. Positive and negative effects of. Managing group conflict (e.g. Thomas, 1976).</p> <p>Most likely: Negative: It can result in negative emotion; it can be stressful. It interferes with communications; it can distract from usual tasks and reduce organisational efficiency. It can change leadership style such as from participatory to authoritative. It can lead to both ‘parties’ viewing the other in unfavourable terms, maybe negatively stereotyping. It leads to ‘closed ranks’ and increased loyalty to the ‘party’ rather than the organisation. Positive: It can bring out problems previously ignored. It motivates people to understand their own and the other ‘parties’ views more fully. It can lead to better decisions being made following the resolution of the conflict. It can remove groupthink.</p> <p>Marks: 3 marks for positive and 3 marks for negative. Marks can be gained for identification of up to three points, or one in detail (if description/example is sufficient).</p>	6