

# PSYCHOLOGY

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Paper 9698/01

Core Studies 1

## General comments

A regular feature of these reports is the comment that many candidates do not score full marks for **Section A** answers, and indeed sometimes **Section B** answers, because they do not write sufficient detail in their answers to score maximum marks. Often a single sentence is provided which, although is correct, is insufficient because it shows little knowledge or understanding. For example, in response to **Question 5** many candidates merely stated that “a control was the train”. Whilst this is true and 1 mark is achieved, there is no elaboration or understanding of what aspect of the train was actually controlled. Similarly, in response to **Question 6** candidates stated that there was “use of a one-way mirror” without stating why this was a strength. For **Question 8** candidates would write “a problem is attrition” without explaining what attrition is. If a candidate repeats this ‘short answer strategy’ throughout the paper they end up with a low mark, although they have provided correct answers.

This paper produced an interesting effect with regard to **Question 10** concerning the Raine et al study. Both the cortical peel technique and the box technique appear in some detail in the original article and each has an associated diagram. Despite this, very few candidates could answer the question correctly. There are two possible explanations for this. Firstly examination questions are always set from the syllabus and the syllabus lists the original core studies. Examiners setting questions take them directly from the original study and not a variation or summary of it. Whilst text books are recommended to help candidates with their learning and the understanding of studies, they do not replace the studies themselves. It is advised that the original studies should be considered, at least by the teacher of the course. Secondly although some questions do appear regularly such as the ‘ethical guidelines’ question, other questions will appear for the first time. Using past papers for revision will always help candidates, but there will always be a small number of questions that have never been asked before. Any question can be asked about a core study or about the psychology that is associated with it. On any examination paper the number of entirely new questions will be relatively small which means that if a candidate has not covered a particular aspect of a study it will not have a major effect on the overall paper which is marked out of 100.

## Comments on specific questions

### **Section A**

#### **Question 1**

This question proved to be a good discriminator. There were candidates who gave two differences as required, those who were able to provide only one difference and those who made the false assumption that 3D perceivers are automatically better than 2D perceivers at everything. Some candidates provided an explanation for the difference between the 2D and 3D perceivers which was not required, and some candidates confused this ‘trident’ study with the ‘cube’ study which also scored no marks.

#### **Question 2**

For question **part (a)** most candidates could correctly state a strategy used by Gardner and Gardner in their study of Washoe. The most common answers included: a sign being counted if it was observed by three others; if the sign was appropriate and spontaneous, and if it occurred at least once per day for 15 consecutive days. Question **part (b)** asked why psychologists want to avoid bias. A range of answers were provided and many without elaboration, such as “to be valid”. Whilst this is correct, and would achieve 1 mark, there is no indication as to why it would be valid or indeed any understanding of what validity is.

### Question 3

Question **part (a)** asked why Baron-Cohen et al used an independent groups design. The simple answer was that it was impossible for a participant to perform in all three conditions, as in a repeated measures design, because the children were either autistic *or* had Down Syndrome *or* were 'normal'. An independent groups design was the only possible design to compare the groups. Question **part (b)** asked candidates to suggest a disadvantage of an independent groups design and many candidates understood that it means that participant variables are not controlled and there may be individual differences.

### Question 4

Whilst most candidates understood the question and wrote some very good answers, others misinterpreted the question and provided answers which scored no marks. For example, the question did not ask for two features of the initiation procedure, such as fingerprinting and being arrested at home. The question asked for examples of the pathologies, to show the guards or prisoners had taken on the role. That the guards woke the prisoners in the night to do a count and the prisoners felt a sense of helplessness and powerlessness showed that they had taken on their respective role.

### Question 5

This question on controls should have been a straightforward question, and it was for many candidates, because it often appears as a **Question 16/17** essay question. Despite this, there were candidates who did not know what a control was, or who confused the independent variables (IVs) with controls. An IV is what is manipulated and in this study the IVs of race of victim was manipulated as was the 'cane and drunk' condition. The essential aspect of a control is that it is kept constant. For example, a control was the train, but many candidates stated just that, without writing what it was about the train that was controlled. As always there needs to be some elaboration in order to gain full marks. Other controls included the appearance of the victim; the victim falling after 70 seconds; the observers always sitting in the same place; the victim always falling in the same place. All these aspects of the procedure, plus many others were kept constant for each trial.

### Question 6

Most candidates were able to outline two strengths of the way in which the observation was conducted in the study by Bandura, Ross and Ross on aggression. The most common answer was that use of a one-way mirror (scores 1 mark) and this meant the child did not know he or she was being observed and so behaved naturally (scores a second mark). Another strength was that Bandura et al used response categories, recording behaviour every 5 seconds so no behaviour was missed. Another strength was that two observers recorded the behaviour of the same child and so the reliability of their observations could be checked.

### Question 7

Although a question on ethical issues appears on most papers, this is the first time for the Samuel and Bryant study. As usual, the question can be answered using ethical guidelines that were maintained as well as broken. In this study guidelines maintained included: confidentiality as no child was named; deception as no child was deceived; harm as no child was harmed in any way. Some candidates claimed the children might have been harmed by being asked two questions, but this is not harm: teachers do this in everyday teaching. However, guidelines that were broken include consent: children were too young to give informed consent, and probably no consent was obtained from a parent, but consent was given from the classroom teacher. Withdrawal: children would not understand the right to withdraw and neither would the child be debriefed.

### Question 8

Question **part (a)** asked: Why did Hodges and Tizard use a longitudinal study? The simple answer, written by many candidates, is that Hodges and Tizard wanted to determine the long-term effects of early experience, so they tracked the development over a period of 16 years. Question **part (b)** asked for one problem Hodges and Tizard faced when conducting their study. Nearly all candidates scored a mark here, with many writing "one problem was subject attrition" (scoring 1 mark) and most candidates going on to say what attrition was, the loss of participants over a period of time, to score both marks.

### Question 9

Question **part (a)** asked why Hans had a phobia of horses. Most candidates answered this correctly by quoting Freud (or words to the same effect): “the horse must be his father - the black on horses' mouths and the things in front of their eyes (the moustaches and eyeglasses which are the privilege of a grown-up man) seemed to me to have been directly transposed from his father onto the horses”. Question **part (b)** allowed candidates to suggest an alternative explanation for the phobia (whether true or not). Many candidates referred to the suggestion in the Freud article: “Don't put your finger to the white horse or it'll bite you” and other candidates outlined the process of classical conditioning.

#### Question 10

This question required knowledge of the cortical peel technique and the box technique. Many candidates were unaware of these processes despite them being an important part of the data gathering process. The cortical peel technique is mainly for lateral areas and is where an image is obtained by taking 'slices' of brain from top to bottom, and typically 10 stacked slices are taken. The box technique is for medial areas and is where an image is taken of a region (or box) such a 3x3 pixel region.

#### Question 11

Questions on the Sperry study always discriminate between candidates who understand the study and candidates who do not. What is and is not understood is that images are presented to the right visual field of one eye *or* the left visual field of the *same* eye to be processed by the opposite hemisphere. An image presented to the left (or right) eye would be presented to both the left *and* right visual fields and so both hemispheres. It is *not* the case that the right eye feeds the left hemisphere and the left eye the right hemisphere. Question **part (a)** asked about vision and speech, allowing candidates to focus on just one aspect of the study. Question **part (b)**, in asking about the findings, tested whether candidates understood the visual field to hemisphere connection or not.

#### Question 12

This question combined knowledge of the Schachter and Singer study with that of the use of a stooge in psychological research. For question **part (a)** the stooge was there to introduce the cognitive component as the physiological component, in the form of an injection of epinephrine, had already been administered. The behaviour of the stooge suggested to participants how they should behave and without the stooge to do this, the participants would have no cognitive component. Most candidates were able to describe correctly some aspect of this process. For question **part (b)** most candidates were again able to provide a correct answer. Use of a stooge is unethical as it is deception; use of a stooge is not ecologically valid either.

#### Question 13

Question **part (a)** asked: What did Yerkes aim to do in relation to intelligence testing? Any number of answers from a wide range of possibilities was accepted, and most candidates scored marks. One of his aims was to make psychology a rigorous science. Another was to devise an intelligence test. Yet another aim, although 'hidden', was to support the Eugenics movement. Although not an original aim, but also acceptable were answers concerning the correct placement of army recruits. Question **part (b)** asked whether Yerkes was successful in achieving this aim. Candidates could answer 'yes' or 'no' provided a reason for their answer was outlined.

#### Question 14

This question asked, in relation to the Rosenhan study, what a type-two error is. An estimated 90% of candidates provided the correct answer, stating that it is where a healthy person is said to be sick. Question **part (b)** was not so well answered, with some candidates stating that doctors are incompetent. Many candidates were correct in stating that if there is any doubt about a diagnosis, as there was in the Rosenhan study, it is far better to be safe than sorry and assume the person is ill and observe them or test them further.

## Question 15

Question **part (a)** focused on the Rorschach projective test. Most candidates answered either that the projective tests indicate repression in Mrs White and regression in Miss Black, or that, to quote the article directly, "The Rorschach record of Miss Black is by far healthier than that of Mrs White. Miss Black has a hysterical tendency, while Mrs White's shows anxiety, obsessive-compulsive traits, rigidity and an inability to deal with her hostility". For **part (b)** most candidates showed awareness of the limitations of this test, namely that it involves subjective interpretation on the part of the tester and is based on Freudian interpretations of personality.

## Section B

### Question 16

- (a) The concern of question 16 was qualitative and quantitative data. Question **part (a)** required a description of the procedure, and many candidates provided excellent descriptions, particularly of the Dement and Kleitman study. Some candidates wrote far too much whilst others wrote too little, which is usually the case.
- (b) This part required a description of the quantitative *and* qualitative results of the chosen study. Some candidates did not distinguish between the two, whilst others clearly indicated which data were quantitative and which were qualitative. For example, for the Thigpen and Cleckley study quantitative results were those from IQ test, memory test and EEG. Qualitative data was gathered from interviews and the Rorschach test. For the Dement and Kleitman study quantitative data was the number of dreams recalled from REM and NREM, whilst qualitative data was the subjective dream report.
- (c) This required strengths and weaknesses of the qualitative approach. The most common strength quoted was that qualitative data can give in-depth, rich in detail, insightful data and that it may help us to understand the reasons for a particular behaviour. Weaknesses included problems of interpretation, the lack of numbers and so lack of statistical analysis or comparison. Another common comment was that the data may be prone to demand characteristics and socially desirable answers.
- (d) As always, this part required consideration of an alternative way of gathering data. Logically candidates would have chosen a qualitative approach, but as this type of data was gathered in each of the chosen studies, any alternative way of gathering data was credited.

### Question 17

This question was on ecological validity with the studies of Tajfel, Milgram, and Loftus and Palmer being available for selection. For **Question 16** or **Question 17** candidates have ample choice as they have six studies to choose from, and it is important to choose carefully.

- (a) This required candidates to describe main findings of the chosen study. Those choosing Loftus and Palmer had ample to write about, whereas those choosing the Milgram study found there was not all that much to include.
- (b) This focused on why the chosen study was low in ecological validity. This allowed candidates to focus on any aspect and most common was the location in which the study was conducted: all three were performed in a laboratory. The nature of the task for all three studies was artificial, giving candidates yet more to write about.
- (c) Examiners were looking for advantages and disadvantages and this time the focus was on conducting studies in a laboratory. By far the most common advantage quoted was that the experimenter can control extraneous variables, followed closely by replication of a procedure. Common disadvantages included the lack of ecological validity, the reductionist nature and implications of laboratory experiments when generalising.
- (d) This part looked for another way in which data could be collected that would be more ecologically valid. For those choosing the Loftus and Palmer study, most logically this would be the utilisation of a real car accident; for Tajfel the creation of a real-life task and for Milgram some obedience task conducted as a field experiment. Notably the nature of this question is for candidates to suggest for

themselves, based on their own ideas. It is not designed for the replication of knowledge of other studies, such as the Hofling experiment, a real-life study of the obedience of nurses.

# PSYCHOLOGY

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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 (a) section 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 achieved very poorly.

Compared to previous years, there were a number of Centres where the candidates appeared to be poorly prepared for content required in the exam. Some did have knowledge of the core studies but spent very little time answering the questions. Centres should be aware that in order to achieve a good mark on this paper candidates should aim to write for quite a bit of the time allocated. There was an even spread of candidates choosing **Question 7** and **Question 8** for **Section B**. **Question 6** was less popular.

## Comments on individual questions

### Section A

#### Question 1

- (a) This question wanted the candidate to describe one of the questions asked in the study. Most candidates were able to describe this question. Although sometimes the wording was inexact they still gained full marks. Some candidates incorrectly identified questions asking about either racial self-identification or racial awareness which did not receive any marks.
- (b) The majority of candidates were able to name a difficulty but often struggled to provide a more extended description of this difficulty in order to gain the second mark. Some did give excellent and well explained answers that clearly named a difficulty and sometimes explained this difficult to a high level.

#### Question 2

- (a) The majority of candidates were able to achieve at least one mark for this question. Some candidates did describe a clear behaviour of prisoners which did achieve the full marks. Many only described the feelings of the prisoners and just implied a behaviour which only achieved one mark. Some just described the behaviour of the guards.
- (b) There were some excellent answers to this question and some candidates were able to clearly explain the social processes in the Haney, Banks and Zimbardo study. A number of candidates responses lacked detail. If there was no behaviour described in part (a) the candidate could only receive one mark for a clear response.

### Question 3

- (a) Some candidates were able to describe what is meant by a snapshot study. Some were confused and thought it referred to a photograph or they just gave a detailed description of Tajfel's study.
- (b) A more challenging question for the majority of candidates. Most were unable to answer correctly if they received 0 marks in part (a). Those that did answer part (a) correctly were often able to discuss being unable to see development over time. Very few linked their answer to Tajfel's study.

### Question 4

- (a) The majority of candidates were able to achieve full marks by giving a clear finding. Some were less clear in the answer and did not compare the finding for one group to another e.g. that younger children conserved better only received one mark as it does not say who they conserved better than.
- (b) Many good answers discussing applications to an educational or home environment. Some gave an application which was not from the finding described in part (a).

### Question 5

This was a four mark answer that was worth two marks for each problem. This was not very well answered by candidates and many seemed to almost accidentally receive marks. Many just tried to evaluate the Dement and Kleitman's study without focusing on problems specifically related to physiological processes. Many tried to evaluate the psychological processes investigated in the study.

## Section B

### Question 6

- (a) There were some good answers from candidates. Candidates had a good knowledge of the core studies and were able to draw generalisations from the studies. Many gave very brief answers (often just a few words) which achieved fewer marks.
- (b) **Answers** rarely contained the maximum of four problems and some candidates just focused on the problem of representativeness of the sample and sometimes the ecological validity of the study. There were a few very able candidates that were able to discuss the problems with making generalisations in depth. Most did give studies to back up the problems under discussion.
- (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.

### Question 7

- (a) There were many excellent answers. Candidates often achieved full marks in this question and were able to describe the ethical issue in each of the four studies. Candidates did sometimes spend too long on this part and therefore had less time on the other two parts. Some candidates described two or three ethical issues with each study and the best of these was credited. This also left less time for the other parts of the question.
- (b) Many candidates were able to give both reasons for and against breaking ethical guidelines. Many did give studies to back up their answers and these came from the twenty studies the candidates have covered on the course. There were many weaker answers with lots of reasons both for and against but no expansion of the points.
- (c) There were some insightful answers and a most did bring in evidence to back up their points. Few candidates were able to achieve in the top band as their answer did not extend beyond the core studies and contained many points similar to part (b) of this essay.

### Question 8

- (a)** **This** was well answered by many candidates although there was a considerable amount of over-writing for this question. Candidates did focus on the nature/nurture debate. Some candidates were very confused about what the study was showing and some did get the wording of nature/nurture mixed up which led to some confused answers.
- (b)** Many candidates found it difficult to relate their answers directly to the nature/nurture debate. There were many excellent answers and many candidates covered a wide range of points that brought in a variety of evidence from both part **(a)** of their essay as well as other studies they have answered.
- (c)** There were some good answers by some candidates that seemed well prepared. Candidates did focus on both the nature and nurture arguments and few answers were imbalanced. Similar to other the other part **(c)** answers in this exam evidence again was often lacking resulting in the mark being limited to 3 or 4 marks.



# PSYCHOLOGY

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Paper 9698/03  
Specialist Choices

## General comments

This examination was no different from any other, with some candidates who are well-prepared and write superb answers; they are to be congratulated on their efforts. But as always there are candidates who are not prepared for this examination. Some candidates 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.

Another regular comment is that there are some candidates who think that this specialist choices paper allows them to write about their own real-life experiences. This is a false assumption. A number of questions on this paper produced totally anecdotal answers from many candidates, such as **Question 10** on health behaviour, **Question 12** on substances and **Question 20** on group behaviour typical illustrations. Whilst psychology is about people and their experience, the purpose of an examination is for candidates to show what they have learned and the best way to do this is to quote psychological knowledge. If there is no psychological knowledge evident then no marks will be awarded.

A final regular comment is that many candidates do not know how to evaluate. They treat **part (a)** as an introduction and then use **part (b)** to expand on what has been written in **part (a)**. **Part (a)** carries marks for description only and **part (b)** carries marks for evaluation only, and so any description appearing in **part (b)** scores no marks. It is worth candidates becoming familiar with the requirements of the mark scheme, particularly the evaluation section. For example, the mere addition of an appropriate comparison or contrast in an answer will score two marks for cross referencing.

## Comments on specific questions

### PSYCHOLOGY AND EDUCATION

#### *Section A*

#### **Question 1**

For question **part (a)** candidates had to explain what was meant by the term 'cultural diversity' in education. Most candidates scored two marks as appropriate answers were provided. For **part (b)** candidates performed less well, because a cultural difference was rarely provided. Many candidates simply stated that "cultures are often different in education", without elaboration. Question **part (c)** required two explanations for cultural differences and most candidates were able to make at least one appropriate suggestion. The most common answer was the expectations of family, which differ from one culture to another. Some candidates suggested that there are cultural differences between males and females and this was credited provided the cultural aspects were included, rather than just a statement that males and females are different.

#### **Question 2**

Answers to this question were less common than **Question 1**, but overall the quality of answers was much better. For **part (a)**: What is meant by the 'cognitive' approach to education, many candidates provided an appropriate definition such as the emphasis placed on the individual learners' cognitive structure, and even more formal definitions were provided. Question **part (b)** wanted two ways in which the cognitive approach has been applied, and most candidates provided two ways, with the work of Piaget, Bruner, Gagne, Ausubel and Vygotsky featuring regularly. For question **part (c)** any weakness of the cognitive approach could be used. Some candidates chose to criticise a specific study, others chose to use an alternative approach, and yet others could not identify any weakness at all.

## **Section B**

### **Question 3**

This question on special educational needs gave candidates an opportunity to write freely on this topic area. Many did just that and wrote excellent answers showing detailed knowledge and understanding. Some focused on children who had learning difficulties or disabilities, others focused on giftedness and others provided a combination of the two. Many candidates looked at dyslexia and associated problems. Some candidates looked at the problems associated with ADHD (attention deficit hyperactive disorder). Those considering giftedness often looked at how it can be defined and the different types of giftedness. Competent answers in **part (a)** provided something to evaluate in **part (b)** and for those with very little in **part (a)** their answers to **part (b)** contained very little evaluation. Question **part (c)** asked how a mentally gifted child could be educated, and better answers considered acceleration where bright children are promoted to a higher class than normal, and enrichment which can involve extra-curricular activity and individualised learning programmes with independent learning.

### **Question 4**

**Part (a)** required candidates to describe what psychologists have discovered about teaching and learning styles. As usual with this question most candidates focused entirely on learning styles and did not even consider teaching styles. By far the most popular style mentioned were those of Kolb (1976) whose four styles are: dynamic, imaginative, analytical and common-sense. Also popular was Curry's onion model (1983) which includes instructional preference, informational processing style and cognitive personality style. Grasha's (1996) six categories for learning, which are independent, dependent, competitive, collaborative, avoidant and participant was also often included. Despite learning effectiveness appearing on the syllabus, very few candidates could address this aspect of **Question 4**. Learning effectiveness is another term for study skills and three common skills are McCarthy's (1990) 4-MAT system which matches teaching styles with learning styles; the PQRST: preview, question, read, self-recitation, and test which is intended to improve ability to study and remember material in a textbook. Finally is the SPELT (Mulcahy, 1986) system which is concerned with learning how to learn.

## **PSYCHOLOGY AND ENVIRONMENT**

### **Section A**

#### **Question 5**

This question was on the area of density and crowding and *not* on crowds and collective behaviour as some candidates assumed. Those writing about crowds scored no marks in **part (a)** or indeed for any other question part either. This is not the first time this has happened. The syllabus is clearly labelled and the two areas are very different. For those candidates who assume that they are the same and the information will 'fit', they are mistaken because it will not. However, those choosing the appropriate material often wrote excellent answers looking at both animal and human studies, with Calhoun featuring in question **part (b)** and the Paulus laboratory study in question **part (c)**.

#### **Question 6**

Question **part (a)** asked about personal space and many candidates correctly identified the invisible boundary that surrounds us. Some candidates even went on to outline Hall's (1966) zones. However, some candidates confused personal space, territory and privacy. Question **part (b)** asked for a description of one study on the invasion of personal space. Most commonly described was the 'lavatory' study by Middlemist et al (1976) followed closely by the studies by Sommer (1966). Question **part (c)** was interesting because although ethics is a fundamental part of psychology (and the core studies) a large number of candidates could not relate an ethical issue to the invasion of personal space. Simply there would be no consent by the participant who would be deceived by the invader. The participant would have the right to withdraw, but only because this would be causing the participant psychological harm.

### **Section B**

#### **Question 7**

This essay was on noise. Most candidates explained that noise is unwanted sound and so is negative, whereas wanted sound is positive. In **part (a)** a range of appropriate studies were written about (see mark scheme for full details) but some candidates chose an anecdotal approach, writing about transportation noise or occupational noise in general with no studies to support this distinction. Some evaluations were good and followed the mark scheme and so scored good marks. Others made generalised comments which scored low marks and yet others did not provide any evaluation at all.

### Question 8

This question is yet another opportunity for those who have studied geography, or experienced climate and weather, to attempt a psychological answer. This strategy always fails. For those who had studied some psychology, relevant details were provided in their answers. The studies by Pepler on 'air conditioning' and Adam (1967) were popular features of the effects on performance, whilst descriptions of the studies by Goranson and King (1970) and by Page (1978) on various aspects of social behaviour were evident. Evaluation for this question followed a similar pattern to all the other **Section B** answers with candidates either providing an excellent discussion based on psychological issues, or candidates providing poor generalised discussions or those who did not provide any evaluation at all.

## PSYCHOLOGY AND HEALTH

### Section A

#### Question 9

This question was generally well answered and many candidates were able to describe an appropriate explanation of the practitioner-patient relationship. For question **part (b)** most candidates identified an appropriate practitioner style. Those choosing a patient-centred style soon realised that it would have been more prudent to write about a doctor-centred style and then a patient centred style could have been used in question **part (c)**. It is always advisable to read all parts of every question before starting writing. For **part (c)** some candidates suggested the provision of instructions (e.g. Ley) and whether terminology can be more clearly understood (e.g. Mackinlay). Some candidates also referred to the appearance of the practitioner (e.g. McKinstry and Wang), which was also relevant.

#### Question 10

This was yet another question for the 'anecdotal student' to write a poor answer with no psychology. Question **part (a)** focused on 'health behaviour' which is any behaviour which reduces ill-health and enhances good health. However, the opposite can also be used because some people eat poorly, smoke and drink and do not exercise which is also 'health' behaviour. Question **part (b)** wanted one cultural difference and most commonly candidates considered the different approaches to and experiences of childbirth. This question also wanted one gender difference, and this proved difficult for most candidates. One example is the illness of lupus, where most sufferers are women. Question **part (c)** wanted one developmental difference and again many candidates struggled. Most impressive were the few candidates who considered foetal alcohol syndrome which significantly retards the development of the newborn child.

### Section B

#### Question 11

This question on stress was very popular and answers covered the entire mark range. In question **part (a)** candidates considered definitions, causes, measures and ways to control stress. Causes were typically life events, personality or daily hassles, with candidates mentioning the psychological questionnaires devised to assess causes. Also prominent was the physiological component with physiological measures also included. The general adaptation syndrome was often included. All of these aspects should have resulted in ample evaluation in question **part (b)**, but whilst some candidates enjoyed the range of issues pertinent to this area, others struggled with where to begin. Question **part (c)** asked about a medical practitioner measuring stress and correctly, most candidates focused on physiological measures rather than psychological ones.

#### Question 12

A question on substance use and abuse often attracts candidates who have studied very little psychology who think they can provide a good answer on the basis of their everyday knowledge. As always such

candidates are mistaken, and anecdotal answers never attract more than a few marks. 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 the nicotine regulation model being most prominent. Others looked at genetic explanations for alcoholism and social and individual reasons for addiction. For the first time the definition of addiction was examined by some candidates, using the six features outlined by Griffiths. Question **part (c)** asked about preventing, rather than quitting, and whilst some candidates answered the question, many others simply wrote answers on quitting.

## PSYCHOLOGY AND ABNORMALITY

### Section A

#### Question 13

Schizophrenia is from the Ancient Greek schzein (split) and phren (mind). It is characterised by abnormalities in the perception or expression of reality and involves distortions in perception most commonly manifest as auditory hallucinations, paranoid or bizarre delusions, or disorganised speech and thinking with significant social or occupational dysfunction. Two explanations for **part (b)** were mainly genetic and chemical with an occasional behaviourist explanation thrown in. Types of schizophrenia were not required. Question **part (c)** wanted one way in which schizophrenia can be treated. Many candidates considered drug treatments, mentioning antipsychotics (or neuroleptics); atypical anti-psychotics which act mainly by blocking dopamine receptors and some even mentioned the third generation of drugs, such as Aripiprazole.

#### Question 14

This question focused on fugue. This term comes from the Latin 'wild' or 'confused flight'. The DSM (diagnostic and statistical manual) defines it as a sudden fleeing from one's immediate and customary locale and work with amnesia for the past identity and the assumption of a new identity. Importantly it involves both psychological flight *and* physical flight. Question **part (b)** asked for a cause of fugue, which could be any very stressful event. Question **part (c)** focused on treatments. In this question part a wide range of answers were provided, some appropriate and some much less so. Drug treatments do help as does psychotherapy. Systematic desensitisation is much less likely as the person has amnesia and so initially has no memory of the cause of the fugue or of who they were originally.

### Section B

#### Question 15

This essay question focused on somatoform disorders, and generally there were some excellent answers. Somatoform disorder is where physical symptoms that mimic disease or injury are prominent and for which there is no identifiable physical cause. Most candidates considered a number of types, including Hypochondriasis: a preoccupation with and exaggerated concerns about health, or having a serious illness; Conversion: where patients have neurological symptoms such as numbness, paralysis, or fits, but where no neurological explanation can be found. Somatisation: where patients who chronically and persistently complain of varied physical symptoms that have no identifiable physical origin. Psychogenic pain is where people report pain that has no physical cause. Body dysmorphic disorder is where the affected person is excessively preoccupied by an imagined or minor defect in his or her physical features. Question **part (c)** looked at treatments and again there were some very good answers, with cognitive behaviour therapy featuring prominently.

#### Question 16

Questions on anxiety disorders are a recent addition to the syllabus but this did not stop some candidates from writing excellent answers. Anxiety is defined as a general feeling of dread or apprehensiveness, the cognitive component, accompanied by various physiological reactions such as increased heart rate, sweating, muscle tension, rapid and shallow breathing. Many candidates described 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. Had these been included they would have led to good evaluation points in Question **part (b)**. In **part (b)** answers covered the whole mark range and at the bottom end were those who had no evaluation issues, with a number of candidates merely extending

their **part (a)** answer. Question **part (c)** required a treatment for obsessive-compulsive disorder. The most common form of treatment was cognitive behaviour therapy with a few other possibilities thrown in too.

## **PSYCHOLOGY AND ORGANISATIONS**

### **Section A**

#### **Question 17**

This question caused problems for most candidates because of a misunderstanding of the word temporal. Temporal comes from the Latin *tempus*, meaning time. Temporal conditions are therefore the time structure of the work period. Many candidates read it as 'organisational work conditions' in general and looked at the physical and psychological components. Even when question **part (b)** required two types of shiftwork, candidates did not realise to back-track to **part (a)**. Whereas some candidates considered two types of shiftwork (e.g. rapid rotation and slow rotation) in full detail and scored maximum marks, many candidates merely referred to a day shift and a night shift without elaboration. Question **part (c)** asked about improving temporal conditions and again, many candidates reverted to physical and psychological conditions in general and so scored no marks.

#### **Question 18**

**Part (a)** of this question required an explanation of 'errors in operator-machine systems'. Chapanis (1976) outlines the 'operator-machine system' which can include human systems: senses, information processing/decision-making and controlling; and machine systems involving controls, operation and display (feeding back to human senses). For question **part (b)** some candidates gave anecdotal examples such as "the machine goes wrong" and "the person makes a mistake" whereas the psychologists wrote about errors of: omission (failing to do something), commission (performing an act incorrectly), sequence errors (doing a step out of order) and timing errors – too quickly, or too slowly. For question **part (c)** such errors can be reduced either by changing the design of the machine or by selecting or training people who can operate the systems competently.

### **Section B**

#### **Question 19**

This question allowed candidates to write all they knew about the selection of people for work. Yet again there were anecdotal answers which dealt with various aspects superficially, whilst on the other hand there were those who showed competent psychological knowledge and good understanding. Good answers looked at the three aspects of personnel recruitment (the means by which companies attract job applicants), personnel screening (the process of reviewing information about job applicants to select workers) and personnel selection (via interviewing). Some candidates went even further and considered the decision-making process involved in the final selection of a suitable candidate for a job. Question **part (b)** featured the use of self report questionnaires and the subjective nature of much of the process. Question **part (c)** produced many good answers, but yet again saw many who knew very little about personnel selection decisions.

#### **Question 20**

The area of group behaviour in organisations is vast and candidates have a wide range of evidence on which to base their answers. One way of organising the information is to consider three different aspects: group processes such as cohesiveness, co-operation and competition. A second area worthy of consideration relates to how groups make decisions. A third area into which a number of candidates did venture is that of groupthink and group polarisation, where group decision-making often goes wrong. Groupthink is a concurrence-seeking tendency that overrides the ability of a cohesive group to make critical decisions (Janis, 1965) and group polarisation is where groups make decisions that are more extreme than those made by individuals. Question **part (c)** asked candidates to suggest an appropriate decision-making strategy and here some candidates looked at leadership styles, rather than decision-making strategies.