

# **MARKSCHEME**

**November 2002**

**PSYCHOLOGY**

**Standard Level**

**Paper 2**

Answer **one** question chosen from any Optional Subject Area. Marks will be awarded for clear presentation of **theories**, inclusion of appropriate **empirical studies** and **evaluation**. When structured questions are set (that is with parts a or b) candidates should clearly label each part of their answer a or b.

### Biological bases of behaviour

1. (a) Describe the effect on the nervous system of *two* different drugs. [12 marks]

Many candidates will be all too familiar with the effects on behaviour of so called recreational drugs. In order to obtain high marks overall they will need to be selective in the choice of two since they are also required to describe their effect on the nervous system.

Most of the drugs mentioned by candidates will usually come under one of the main classifications such as neuroleptic, antidepressant and anxiolytic. For high marks it is important that candidates describe the effect on the nervous system. For example, the monoamine oxidase inhibitor (MAOI) group acts on the neuro-transmitters noradrenaline (norepinephrine) and serotonin by inhibiting the enzyme that deals with these two transmitters.

- (b) Discuss the effect on behaviour *and/or* psychology of these same *two* drugs. [13 marks]

MAOIs may have side effects such as heart arrhythmia or blurred vision. These unwanted effects are avoided by tetracyclic drugs such as Prozac, but this drug may give rise to sexual dysfunction or lack of normal aggression. Drugs may also affect several behaviours including appetite, alertness or sleep.

Any relevant drug may be considered by candidate.

[0 marks] should be awarded for part (b) if different drugs are considered from those used in part (a). No material should be awarded credit twice.

2. (a) Describe a major structure of the brain involved in visual perception. [12 marks]

(You may use sketches to help in your description.)

Either using written description alone, or with the aid of a diagram, candidates could trace the visual pathway of a stimulus falling on the retina, through the optic nerve and optic chiasma to either left or right visual cortex. Providing that the candidate shows a sound understanding of this structure, a high mark should be awarded. Candidates who produce only a skeleton of the eye should receive a maximum of [6 marks].

- (b) Select *one* visual process and explain how this process contributes to our understanding of how humans see. [13 marks]

Some candidates may also incorporate one or more of the following aspects into part (a). This may be accepted, but candidates should not be credited twice for presentation of the same work within one question. This part of the question is about process and several such processes may be relevant including those concerned with the retina; firing of relevant cells in the receptive field (Hubel and Wiesel); colour vision or visual illusion.

Candidates are required to explain one process and any other processes that are offered should not attract marks.

3. Compare *two* studies or theories that attempt to explain the reasons why we dream. [25 marks]

This question is not an invitation to candidates to describe the content of dreams in a way that is purely anecdotal or conjectural. No marks should be awarded to such essays. Rather it is an invitation to consider the relative merits of two studies in relation to each other. Candidates may interpret “studies” to include “theories” and this is perfectly acceptable. This will allow Freud’s theory of dreams to be used as well as the more biologically based theories such as Hobson and McCarley’s activation synthesis. It is also likely that some candidates may offer one or more of the reprogramming theories such as those offered by Evans, Maquet *et al*, or Foulkes. A substantial amount of literature is available, and although Freud’s theory is usually the most well known of these it is important that candidates present a reasonably balanced case for each of the two theories or studies.

The term “compare” means more than description; it also requires the candidate to present similarities and differences. Those who offer descriptions only should have a maximum of [12 marks].

**Comparative psychology**

4. (a) **Using the behaviour of non-human animals in the wild, explain what is meant by the imprinting process.**

*[10 marks]*

The concept of imprinting should be well known by candidates who study this option and candidates who include Harlow's well-known deprivation study of monkeys should not be given credit for an example that did not occur in the wild. The explanation offered should include some reference to a sensitive period for this learning experience, the need for imprinting for many types of feeding behaviour and for recognition purposes. Several sensory modes may be involved either singly or in combination. The study of imprinting has gone well beyond the early studies of Lorenz and good answers should reflect this.

- (b) **Discuss how early imprinting experiences affect the adult behaviour of non-human animals.**

*[15 marks]*

Candidates may show several examples of how early experience is crucial to later behaviour. Examples of such behaviour could include the ability of male mallards to differentiate females of their own species which is critical for successful mating. The learning of songs by the males of several species of song birds is most important for future procreation. Female birds of some species must also learn to discriminate in favour of those males with a local dialect to their song. Some forms of foraging behaviour and other social behaviour may also rightfully be claimed by candidates to be examples of imprinting.

5. (a) Describe the role of the dominant male *and* the dominant female in different species of non-human animals.

[12 marks]

Candidates may point out that although dominant males are the norm in mixed groups or all-male groups, there are several instances where females may dominate in mixed groups and in groups of all female animals. In the southern phalarope it is the female that has several male mates at different nest sites and determines the number of offspring that should be raised. Among chickens there is a well established pecking order. This same phenomena is seen among many herd animals when it is composed entirely of females *e.g.* Clutton Brook *et al* have shown that in red deer, dominant females are able to gain access to good feeding sites while lactating and produce strong sons, while subordinate females have daughters.

Astute candidates may also use the example of the grooved billed anis in which three or four females lay their eggs in a single nest. The females then roll out the eggs of rivals and destroy them. Subordinate females lay first and have a greater risk of their eggs being destroyed. The dominant female lays last since once incubation occurs and the embryos begin to develop all destructive tactics must cease for fear of destroying one's own eggs. The dominant female does less caring at the nest than her subordinates. Acorn woodpeckers and naked mole rats may also be cited as examples of female dominance. In the latter only one pair of rats mates out of a colony of up to 80 individuals. The other females have underdeveloped ovaries and the remaining males are non breeders.

The activity of dominant or alpha males are much better known and could include examples from the behaviour of elephant seals, deer, cattle, wolves and several other species of mammals or birds.

Answers that deal with only one sex should be restricted to a maximum of [6 marks].

- (b) Compare how these roles described in part (a) differ.

[13 marks]

Examiners are reminded that use of the word “compare” goes beyond a requirement for description alone. It should also involve a presentation of similarities and differences.

Comparisons should show explicitly that dominant males and dominant females may operate in similar or different ways. Some of the differences may be explained by reference to the biological imperatives of either sex.

**6. Account for the differences in attempts to teach language to non-human primates and attempts to teach language to other non-human species. [25 marks]**

Many candidates may indicate usually accepted criteria (*e.g.* Aitchison's) used to define language as compared to other forms of communication. This should certainly attract marks, but the main focus of the answer should be on the differences between the teaching methods for primates compared to other species. Candidates who concentrate solely on primates should be awarded a maximum of **[15 marks]**.

There are of course differences between teaching primates but candidates are not asked to make such comparisons, although descriptions of such methods are necessary. The early work neglected to differentiate between human speech and human communication. Once ASL or plastic symbols or computer keyboards were used with primates, then communication became easier to establish. For each of the methods tried, evidence has been produced of individual animals meeting certain of the language criteria. Candidates may know that Washoe, for example, was able to meet the criteria of semanticity, displacement, structure dependence and creativity.

Such attempts have been criticized by, among others, Terrace and Savage-Rumbaugh. The latter has suggested that too much attention was paid to production of language rather than comprehension. Her own attempts with Kanzi involved immersing primates in language so that spontaneous acquisition of language occurs.

In comparison most attempts to teach other animals have relied mainly on conditioning techniques. Computer key boards have not been involved. This applies to work with dolphins and with parrots. Pepperberg's grey parrot, Alex, has a vocabulary of 150 words and as candidates should point out, these can be combined to meet the criteria of semanticity and interchangeable roles. But reliance on operant conditioning means that their language meets fewer criteria than that of primates.

Answers that merely describe attempts to teach language should have a maximum of **[12 marks]**.

**Delinquency and crime****7. Critically evaluate ways in which family relationships may contribute to the development of criminal and delinquent behaviour.****[25 marks]**

There is a wide range of material that may be addressed for this question. While no specific factors need to be dealt with, it is expected that the candidate will explore several ways in which family relationships may contribute to the development of criminal and delinquent behaviour. These include (but are not limited to):

- parental disharmony
- disciplinary style of parents
- patterns of rewards and punishments within the family
- level of and display of affection within the home
- lack of appropriate role models within the family
- family size
- conflicting values within the family and between family and outside influences.

A multitude of research is available to provide empirical support for each of these factors. Some examples of research are McCord; Wilson; Snyder and Patterson; Bowlby; Ainsworth; Bandura and Walters; Hetherington and Martin; West.

Look for a competent exploration of relevant factors, supported by empirical research, which is treated analytically and with sound critical evaluation. Anecdotal material should not be credited, and purely descriptive accounts should be awarded a maximum of **[12 marks]**.

**8. To what extent do studies of the brain and hormonal physiology account for the development of criminal and delinquent behaviour?**

**[25 marks]**

As researchers study many aspects of the CNS, ANS and hormonal systems, more complex models of the role of biological factors in criminal behaviour appear. However, causality is still debated. Some studies of the CNS suggest links between EEG abnormalities and violent behaviour (Krynicky) although others (Moyer) are not conclusive. Over or underproduction of brain chemicals appear to affect behaviour (e.g. Linnoila *et al*; Fishbein). There is also a substantial body of research which suggests that some delinquents are characterized to a greater or lesser extent by CNS impairment or dysfunction (e.g. Rutler; Farrington *et al*; Tarter *et al*; Wilson and Hernstein). Research done so far on the ANS (e.g. Raine *et al*) suggests that slow responsiveness is a feature of offender groups and may explain early social and cognitive impairments in anti-social individuals. More astute candidates will question the validity of those claims in explaining causality.

Candidates need to consider the extent to which these physiological studies explain criminal and delinquent behaviour through a careful exploration and evaluation of the empirical evidence. Alternative arguments for criminal behaviour may attract credit if they are used to point out the limitations of physiological explanations. Answers which offer descriptive material only should receive a maximum of **[12 marks]**. Evaluation and appraisal of relevant theories and empirical research must be presented to merit the awarding of marks in the higher bands.



9. (a) **Describe how processes of learning derived from social learning theory have been used to explain criminal and delinquent behaviour.**

**[13 marks]**

From the perspective of SLT, the acquisition of criminal behaviour, in terms of both attitudes and skills, is accounted for either through direct reinforcement as in operant conditioning, or via observation, modelling and imitation. Criminal behaviour may provide a range of rewards including tangible financial rewards and social rewards.

Candidates should provide a competent and clear explanation of these concepts and relate this to the acquisition of criminal or delinquent behaviour. Candidates who merely explain the concepts but do not show **how** these have been applied to criminal and delinquent behaviour may only be awarded up to **[7 marks]**.

- (b) **To what extent can these processes account for criminal and delinquent behaviour?**

**[12 marks]**

In this section candidates are invited to make a judgement on the usefulness of SLT as applied to criminal and delinquent behaviour, using empirical research to support their line of argument. Research has demonstrated that operant conditioning, social modelling and imitation may all be involved (*e.g.* Bandura and Walters; Mischel), and that social skills (often lacking in delinquents perhaps due to lack of good modelling), can be taught (*e.g.* Hollin, Ross and Fabiano). Many interpretations, other than an SLT approach, claim to explain criminal and delinquent behaviour. These may be used to evaluate the SLT explanation.

Look for a well-constructed argument supported by theoretical and empirical research, leading to a considered judgement, in order to award the full **[12 marks]**.

**Dysfunctional behaviour**

- 10. With reference to psychological studies, assess the effectiveness of therapies used in the treatment of dysfunctional behaviours.**

*[25 marks]*

This question asks students to weigh the available evidence on the effectiveness of therapies. The command “assess” also asks candidates to come to an informed decision based on the support they have given. The strongest answers will build a coherent argument and include a definitive statement about the effectiveness of therapies.

It may be argued that an effective therapy is one that results in a change of dysfunctional behaviour. Another argument, as Keisler (1966) noted, could be that a therapy is effective if it helps achieve the goals set out in therapy, e.g., humanistic/phenomenological therapies attempt to raise awareness and self-esteem and put the individual in control of their behaviour while psychoanalytic therapies attempt to resolve unconscious conflict and raise this to consciousness (Krebs and Blackman, 1988). This type of evaluation rids the debate of general criteria of success and focuses on specific goals of treatment. Candidates may also note that such criteria are often difficult to observe. Well-constructed answers could also address the issue of who decides that a therapy has been effective.

Candidates who merely describe therapeutic procedures should be awarded no more than *[12 marks]*. Where appropriate, empirical research should be used to support the points that are made; these responses should receive marks in the higher mark bands.

- 11. Discuss the usefulness of classificatory systems in the identification of individuals with dysfunctional behaviour patterns.**

*[25 marks]*

This question requires candidates to come to an informed conclusion on the usefulness of classificatory systems. Candidates who fail to do so should be awarded no more than *[12 marks]*. Award marks in the higher markbands for answers using empirical support in the argument.

The strongest essays should identify both strengths and limitations in the usefulness of classificatory systems. Discussion of the validity and reliability of these may also be appropriate.

Increasing awareness is being developed around cultural differences in diagnosis. Research into culture-bound syndromes may be mentioned. Some candidates may introduce Littlewood’s (1992) argument that although symptoms may be culturally relative, there is a common core to the disorders. Not only would research on international cross-cultural situations be appropriate, but also research on sub-cultural groups. A strong argument could be based on the ethnocentricity of classificatory systems and how their use with cultures or ethnicities other than the majority population may be claimed to render them invalid.

12. (a) **Explain the concepts of “normality” and “abnormality” in relation to dysfunctional behaviours.** *[12 marks]*

Candidates should clearly define the terms “abnormal” and “dysfunctional” and explain how the definitions of these terms limits their use or provides a label for the individual. Stronger essays could discuss labelling that arises from the use of these two terms and the connotative meaning of each. Discussion of how these concepts are defined relative to society should be awarded higher marks.

- (b) **Discuss cross-cultural issues that may arise from using these concepts.** *[13 marks]*

Candidates should discuss several cross-cultural issues in coming to a conclusion on how culture affects views of normality and abnormality. This question is not limited to discussion of international cross-cultural comparison and it would be appropriate for candidates to address sub-cultural issues as well. Candidates who do not offer informed opinion on the cross-cultural issues related to the use of the concepts of normality and abnormality should be awarded no more than *[5 marks]* in part (b).

**The psychology of gender**

13. **“Gender is often defined as learned patterns of behaviour influenced by culture.”**

**Using psychological theory and research, evaluate this statement.**

**[25 marks]**

This question asks candidates to evaluate the statement. Thus they may provide evidence to support it, or to refute it or both. What is important is that they show some attempt at evaluation. Answers which simply describe psychological research and do not explicitly evaluate it should be awarded a maximum of **[12 marks]**.

Candidates could answer this question by considering the work of Margaret Mead or of Maccoby and Jacklin; social learning and social cognition theories may also be discussed.

14. **Recent reports have shown that in many academic subjects, girls are performing better than boys. To what extent can psychological research and theory explain these differences?**

**[25 marks]**

The term “to what extent” requires a judgment and candidates must give detailed reasons for their judgement. Those candidates who ignore this directive can only achieve a maximum of **[12 marks]**. Candidates could consider competing psychological views which focus on intellectual abilities being innate, or being due to socialization. They might also consider the role played by the school system itself and indeed the methods of assessment currently used. Candidates should be able to examine a range of factors that are involved in this issue. Award no marks to purely anecdotal responses omitting reference to psychological theory and research.

15. (a) **Describe *one* theory of gender identity development.**

**[13 marks]**

This is a very straightforward question and allows the candidate to choose which theory to describe. Whichever theory is chosen it must be clearly and accurately described to merit the awarding of high marks. Freud’s psychoanalytic theory, the cognitive approach of Piaget and Kohlberg, and the social learning theory may all be offered by candidates. However, any theory is acceptable as long as the candidate can show it explains the development of gender identity.

- (b) **Using psychological evidence, evaluate your chosen theory.**

**[12 marks]**

This part of the question requires the candidate to **use** psychological evidence and evaluate the theory described in (a). Evidence can take the form of theory and/or studies. It is important that candidates do not merely describe other theories without explicitly showing how they are using them to evaluate the theory described in (a).

Answers which simply describe psychological evidence cannot achieve more than **[6 marks]**.

**Intelligence and personality**

- 16. Critically consider the possibility of arriving at a universal definition of intelligence.**

*[25 marks]*

The question encourages candidates to take a critical look at attempts to define intelligence, and the universality of such definitions. Well-prepared candidates will consider the complexities involved given the multiplicity of definitions, such as the ability to think abstractly, the ability to solve problems in everyday life or simply “what intelligence tests test”. Even the label itself which implies a “reification” is questionable, since intelligence is a construct. From a cross-cultural viewpoint, an intelligent action in one setting may be seen as inappropriate in another.

Candidates are likely to discuss IQ testing, which is appropriate only if related to the universality of a definition of intelligence. Examples of related issues could be the cross-cultural misuse of measurement instruments and the attempts at developing culture fair/free tests. Discussions of standardization, validity and other methodological issues would be appropriate in this context.

The question may lead to answers simply describing one or several theories in which case no more than *[5 marks]* should be awarded. On the other hand, the description of the theory may serve the purpose of highlighting how that particular theory explains problem-solving applicable to different cultural contexts (*e.g.* the contextual component in Sternberg’s Triarchic theory). Accounts that relate to the cross-cultural issue and include evaluative elements (political, cultural and scientific/methodological issues) are highly appropriate and should be awarded high marks.

17. (a) **Compare and contrast idiographic and nomothetic theories of personality.**

*[15 marks]*

A clear understanding of the terms “idiographic” and “nomothetic” should be made explicit. The common goal of understanding people is expressed in different approaches: idiographic theory focuses on individuals and their uniqueness and nomothetic theories look for general criteria on which all individuals may be compared. The explanations may be embedded within an appropriately chosen theory but answers that centre on the description of a particular theory without addressing the request for comparison will receive a maximum of *[5 marks]*. The term comparison requires similarities as well as differences. For this particular question an imbalance between the two aspects could be expected with more differences stated than similarities. Candidates may conclude that the two approaches can be complementary and allow for a more comprehensive understanding of individuals. Recent efforts (Krahe, Coolican) advocate a new paradigm in research where the individual investigated is seen as an active participant and “expert” on his own personality.

- (b) **Consider the limitations of the idiographic approach.**

*[10 marks]*

The candidate may state that the ideographic approach attempts to understand the uniqueness of individuals. Limitations should refer to the difficulties in generalizing results, problems of subjectivity and expectancy results, the low reliability of biological and self-assessment data, among others. At least two limitations should be discussed.

18. **Discuss the relevance of environmental factors in the development of intelligence. Refer to research findings in your answer.**

*[25 marks]*

There is no shortage of empirical research on this question. Environmental influences related to the development of intelligence could be organized around several themes such as: correlational studies concerning twins, natural, foster or adoptive families (Schief); sociological exploration such as parental level of education and socioeconomic status and education (Labov, Sternberg); the role of Headstart (a preschool program in USA); studies on regional differences among Afro-Americans regarding IQ testing results; studies of adverse environmental conditions and extreme isolation (the case of Genie).

Discussions of “nature” and genetics are only appropriate if related to environmental factors. A conclusion pointing to the interactive nature of both genetic and environmental factors would be appropriate. Evaluative criticism could refer to the methodological problems involved in separating environmental conditions from genetic factors.

**Lifespan psychology****19. Describe and evaluate genetic and environmental influences on prenatal development.****[25 marks]**

Candidates need to consider both genetic and environmental influences in their answers. They should be clear about the differences. Failure to consider both will prevent high marks being achieved.

Under genetic influences they might consider: Down's syndrome; Huntington's disease; cystic fibrosis.

Under environmental influences they could consider: drug/alcohol abuse; smoking, or teratogens such as thalidomide.

Evaluation could take the form of a consideration of the possible long-term effects; the role of modern medicine and screening techniques; better education for pregnant women. Candidates could also consider sex differences as well as socio-economic and cultural factors. Astute candidates might consider the relationship between the two. Purely descriptive answers should not receive more than **[12 marks]**.

**20. (a) Describe two theories of adolescence.****[12 marks]**

There are a whole range of possible theories from which candidates can choose two. The most likely are Erikson, Marcia, Elkind, Coleman; but any theory can be credited as long as it is clearly linked to adolescence.

Award a maximum of **[6 marks]** where only one theory is described.

**(b) Critically consider the extent to which adolescence is culturally defined.****[13 marks]**

Historically “adolescence” has been linked to industrial societies. Those societies which did not become industrialized provided a very different experience for their youth. Candidates may be able to use the role of rituals found in various cultures to show how dramatic the change from child to adult can be. They may contrast this with the much longer period of transition found in industrialized societies.

With reference to relevant research, candidates could compare individualistic and collectivist cultures and show how they differ. The early work of Benedict and Mead argued that the traditional theories studied adolescence in isolation from cultural norms.

Award minimal marks for answers simply describing appropriate material.

- 21. Separation from the primary care giver in early childhood can have both short-term and long-term consequences for the developing child. Using psychological research, consider the impact of separation.**

*[25 marks]*

Candidates must be able to make the distinction between short-term consequences of separation and the potentially more serious long-term consequences. Although short-term is usually considered to be in terms of days and weeks, a candidate could make a case for using the relatively brief separation found in Ainsworth's classic study on attachment. Research could include Bowlby's work and Maccoby's work on the age of the child. Harlow's work with Rhesus monkeys, could be discussed to illustrate short-term and long-term consequences but should be made relevant to humans.

Long-term tends to focus on more permanent separation. This could be caused by the death of a parent, or more commonly today, by divorce. Bowlby suggested the most common effects are "separation anxiety" together with various behaviours such as psychosomatic reactions, increased aggression or detachment. Recent research by Richards looked at the effect of divorce and also found separation anxiety, resentment and the fact that the child may lose contact with one parent. Rutter's research on the reason for separation is also relevant. Studies of institutionalized, displaced, or children orphaned by war would also be appropriate, such as Hodges and Tizard's longitudinal research.

Candidates may also consider the influence of culture on the child's reaction to separation.

All answers must include relevant research. Purely anecdotal responses should be awarded *[0 marks]*.



**The migrant, sojourner and tourist experience**

- 22. Explain psychological problems which often accompany the sojourner experience, and how can they be reduced or prevented.**

**[25 marks]**

Candidates may identify and explain some of the following (there are others as well): displacement, value conflicts, stress reactions, loss of self-esteem, various physiological reactions, depression, loss of identity, stigmatization and marginalisation and their effects. These and other psychological problems can be reduced or prevented through pre-departure orientation, training in NVC, social skills training, and the forming of attachments with host nationals. In addition, satisfactory career/role placement in the host culture tends to alleviate psychological stress. Better quality responses will include reference to relevant research. Award high marks for answers that link the problems discussed with the intervention offered. Award a maximum of **[12 marks]** if responses only address half of the question *i.e.* only discuss problems and not how they may be prevented.

- 23. (a) Describe some of the intercultural communication problems that may result from misinterpreting non-verbal behaviour.**

**[15 marks]**

There is a wide range of intercultural communication problems that may result from NVC being improperly decoded. These could include the meaning of smiles and gestures, body postures, gaze, hand movements, clothing, body adornment, cosmetics, *etc.* Specific examples are required in the essay. In the first part of the question **[15 marks]** look for relevant examples and competent explanations. Award a maximum of **[5 marks]** for responses merely identifying appropriate examples of non-verbal behaviour which may be implicated in communication problems.

- (b) With reference to psychological research, discuss cross-cultural communication skills which can improve interpretation of non-verbal behaviour.**

**[10 marks]**

Several skills can improve the interpretation of non-verbal behaviour. These might include social skills training based on an understanding of NVC; multicultural de-coding skills, observational skills, and language training that emphasizes the role of NVC in oral communication. Award maximum marks for an informed discussion of these and others which are relevant. Anecdotal responses should not be awarded credit. Answers should include reference to relevant research.

- 24. Explain the possible social *and* psychological effects of tourism on the host community. Illustrate your answer with reference to specific psychological studies of tourism.**

***[25 marks]***

High marks should be allocated to essays which clearly differentiate between social and psychological effects and which include pertinent research studies. Examples of negative social effects include disruption of daily life patterns, increased threats to traditional values and mores, value conflicts, increased marginalisation as members of the host culture view themselves as distinctly different from members of advanced industrialized societies, and other similar ramifications. Positive social effects could include continuation of cultural tradition, development of infrastructure and job opportunities. Award a maximum of ***[13 marks]*** for essays that discuss only social or psychological effects. Award marks in the highest bands to work which discusses both positive and negative effects. Negative psychological effects might include feelings of inferiority, questioning values, generational conflicts as younger members of the host community more easily adopt behaviour patterns of Western tourists, social perception errors and stereotyping of foreigners, *etc.* Positive psychological effects could include affirmation of cultural identity, increased communication skills and a broadened exposure to different value orientations.

Answers omitting the required reference to specific psychological studies of tourism may be awarded a maximum of ***[12 marks]***.

**Organizational psychology**

25. (a) **Explain briefly what is meant by intrinsic versus extrinsic motivation.**

**[5 marks]**

Candidates should give a reasonably accurate description of each of the two types of motivation and briefly show how these are at variance. If only one of the two types of motivation is addressed, then a maximum of **[2 marks]** should be awarded.

- (b) **Discuss *one* theory of motivation in relation to intrinsic *and* extrinsic motivation.**

**[20 marks]**

Examiners should be aware that there is a considerable body of appropriate psychological research in this area of motivation (*e.g.* Drucker, Ryan, Austin). Although extrinsic motivation, *i.e.* money as pay for the job, was seen as sufficient for workers, many studies have confirmed that it is quality of work that makes for better motivation. In this sense, high scoring answers might include reference to Matsui *et al's* findings that the way in which employers set acceptable goals for employees relates to the building of a future well-motivated workforce. Motivation theories could also be applied to the well-known experiments in the car factories of Volvo and Volkswagen where group work replaced the assembly line approach to car production. It is important that candidates relate their study of motivation to extrinsic and intrinsic motivation; if a theory of motivation is presented without such reference, then this should be awarded a maximum of **[8 marks]**. Although the question calls for just **one** theory to be discussed, it is quite appropriate for other theories to be used as criticism.

**26. (a) Explain *two* main sources of conflict within organizations. [10 marks]**

Examiners should recognise that conflict can take many forms within organizations and be prepared to accept a wide range of relevant reasons that may be presented by candidates. These may include reference to communication, management strategies, role conflict, outside pressures, introduction of new technology, overwork or under-work. An explanation of these behaviours would be enough to earn a middle range mark for this section, but high scores should be given where examples can be located within empirical studies, including Elton Mayo's classic Hawthorne studies.

**(b) How may these conflicts be resolved? [15 marks]**

Candidates should make the point that the resolution of conflicts depends to a large extent upon understanding their causes and then providing effective remedies. To achieve good marks such explanations should be based on actual examples of conflict resolution within organisations. These could include Herzberg's work on external "hygiene" factors such as pay and conditions, or internal factors such as creativity and challenge becoming perceived by workers as an intrinsic part of the job. Candidates might also use the classic study of how conflict was resolved in the Scottish electronics industry (Burns and Stalker) by putting in place a social structure that allowed sufficient flexibility to adjust its system of production in a rapidly changing market and changing technology. Candidates who provide explanations without relating them to actual examples should be awarded a maximum of **[8 marks]** for this section.

**27. Discuss how the introduction of new technology affects the structures and functions within organizations.**

*[25 marks]*

Although it is likely that candidates will use computer linked technology as their main example for this question, examiners should be prepared to accept other forms of the usages of technology. These could well go back into history with references to various forms of gadgets and machinery, or they could involve current practices in social arrangements within the workplace that have specific goals, such as factory or management hierarchies.

High scoring answers should identify empirical studies where the introduction of new technology has impinged upon the structures and functions of the workplace. There are several of these. The classic studies in this field relate to studies conducted by people such as Taylor, Mayo, Maslow or Likert, but in more recent times contributions have been made by Hyman, Pettigrew, Burns and Stalker or Trist. The last of these is associated with the Tavistock Institute where psychologists have identified that the centre of nearly all problems relate to disruption of the traditional social order of the workplace. Good candidates will be expected to explore this and other areas of potential change, with particular emphasis upon structure and functions.

Answers that simply discuss the effect of computer technology on the speed of calculations or speed of production should be awarded very few marks, since this essay should be concerned with changes of structure and function that affect people.

**Social psychology**

28. (a) **Based on theory as well as research studies, examine the relationship between attitudes and behaviour.**

*[13 marks]*

There is no simple relationship between attitudes and behaviour. Attitudes may be helpful in making sense of complex situations, but situational variables seem to strongly influence our behaviour. LaPiere's classical study in the 30s, followed by Wicker (1969) and Hanson (1980) supported the view that there was a weak relationship between attitudes and behaviour. Later studies criticized the methodology used by LaPiere based on the validity of its design as well as poor measurement of the intended attitudes and behaviours. Candidates may refer to explorations of cognitive factors such as intention (Ajzen and Fishbein) as well as to an understanding of personality traits in attempting to explain the relationship between attitudes and behaviour. Some candidates may also be acquainted with Fazio's concept of "attitude accessibility".

At least two theories or research studies should be examined. Award a maximum of *[6 marks]* if only one study or theory is examined.

- (b) **Under what circumstances are changes in attitudes more likely to take place?**

*[12 marks]*

Changes in attitude are related, among others, to the methods of persuasion (informational approach) as well as the issues related to the audience.

Cognitive dissonance (Festinger) is also an important topic related to attitude change. Some candidates may refer to a functional model of attitude change, where a former attitude may no longer give satisfaction to its related need. References to obedience and conformity would not be relevant and should not get credit. Award higher marks to in-depth discussion of one full aspect of attitude change or, alternatively, a more superficial discussion of several factors affecting attitude change.

- 29. Compare *two* psychological theories of leadership. In your opinion which leadership theory would best explain effective decision-making? [25 marks]**

Leadership has been studied along many different dimensions. Some of the theories have focused on the leader's attributes and style (trait viewpoint). Others have emphasized the bases of power in leadership. The situation-dependent leadership theories along with transactional theories focus on multiple variables including the interaction between leaders and followers (Fiedler).

Candidates may choose to emphasize the value of their preferred leadership style. Some candidates may argue that different circumstances may call for different leadership styles.

Award marks for comparisons that include similarities and differences. Theorists do not need to be identified by name. Award a maximum of [12 marks] if the theories are only described without comparison.

- 30. What are the factors that influence altruistic behaviour in humans? Support your response with references to psychological theory and/or research. [25 marks]**

Altruistic behaviour refers to the type of help that is not directly connected to a reward on the part of the helper. Several theories have been offered to explain altruistic behaviour. Variables such as person-situation variables, the presence of others (Latane), the clarity or ambiguity of the situation (Dovidio *et al*) and the personal characteristics of the expectators (Moriarty) have been explored. Environmental factors and "diffusion of responsibility effect" are also relevant. References to apparent altruism in the animal kingdom ("selfish gene" theory) would be acceptable as a reference point if embedded in an evolutionary theory framework, but not as the sole answer to this question.

Award marks to well-constructed answers that show critical thinking skills and evaluation of the research methodology employed. Analogue and laboratory experiments are not necessarily good predictors of what happens in real life.

Purely anecdotal responses omitting the required psychological content should be awarded [0 marks].

---