

PSYCHOLOGY

Paper 9698/01

Core Studies 1

General comments

As in previous examinations some candidates appear to have studied very little or no psychology at all; some have clearly studied hard but are let down by poor technique and there are those who put the two components together and write answers which are a delight to read. Examiners do want to give credit wherever possible and attention to examination technique would improve the marks for some candidates. Two issues to highlight this examination session.

1. Candidates often write far too much or far too little. Those who write too much 'run out of time' for the essay question and fail to score marks, whilst those who write too little also fail to score marks.

For Section A answers candidates should write answers with sufficient detail that will guarantee full marks, but without writing too much. Often candidates write just a few words and often just completing the sentence would be sufficient. For example for **Question 6** writing "the males were more aggressive" would score 1 mark out of 2. If they were to write "the males were more physically aggressive than the females", or "the males were more physically aggressive and the females were more verbally aggressive" then maximum marks would be scored. A further example is given below in the comments to **Question 12**.

2. Candidates should read both parts of each question before beginning their answer. Often candidates answer question part (a) and then read question part (b), realising that they have already answered the question to (b) in part (a). This is illustrated by **Question 5** where candidates provided a reason for the better answers to the one question condition in question part (a) even though it was not asked for. They then wrote the same answer again. Reading each question part before beginning an answer is advised.

Comments on specific questions

Section A

Question 1

- (a) For this question part candidates were asked to describe the results of the second experiment. Whilst most candidates did this successfully, some even providing actual numbers of those claiming to see broken glass, others gave data of speed estimations and other detail more applicable to experiment one.
- (b) To explain this data Loftus suggested that it was (i) the leading word 'smashed' presented one week earlier and (ii) the question asked of participants 'Did you see broken glass?' that caused a change in memory.

Question 2

- (a) Any study from the Derogowski review could be included here, whether it be anecdotal (e.g. the Laws or Fraser reports) or empirical (e.g. any of the Hudson studies). Most candidates were able to provide detail of a study and so scored full marks, although some candidates seemed unaware of any studies at all.
- (b) The main conclusion from the Derogowski review of any of the studies is that picture perception is learned rather than inherited and so picture perception cannot be used as a 'lingua franca'. Most candidates arrived at this conclusion, though many still assume this is a study about perception itself rather than the perception of pictures.

Question 3

In the Baron-Cohen et. al. study three questions were used as controls and one question was the test. The naming, reality and memory questions were controls to determine whether the children understood the procedure whilst the belief question was the test to determine whether or not children had theory of mind.

For part **(a)** merely identifying any two of the three questions scored two marks out of two, whilst for part **(b)** an understanding of why these three questions were asked was needed. Some candidates thought the belief question was a control question and so they failed to score full marks in either question part **(a)** or **(b)**.

Question 4

This question required the answer to include two components to gain full marks. Firstly, to give an advantage of conducting the study in a laboratory, and secondly to relate this to the Gardner/Washoe study. Many candidates gave a good reason for use of a laboratory, such as controlling variables, but then gave no mention of Washoe. In part **(b)** again there was often a generalised comment about problems with animals with no reference to Washoe.

Question 5

The main difference in the children's responses between the one question condition and the two question condition was that the children made fewer errors in the one question condition. An answer such as this would score maximum marks. However, many answers were imprecise simply stating that there were 'more correct' answers. For question part **(b)** the correct answer was that children were confused when they were asked the same question twice and so changed their answer. Most candidates provided this correct answer.

Question 6

There were many differences found between the male and female participants in the Bandura et. al. study. Many candidates provided a partial answer by stating that "the males were more aggressive", whereas a full and correct answer would have stated that the males were generally more physically aggressive whilst the females were more verbally aggressive. There were other differences too, such as the females showing more mallet aggression than males when with the female model, but very few candidates provided answers such as this.

Question 7

This question caused problems for some candidates because they were unable to distinguish what teachers said about the children compared to what parents said about the children. Acceptable answers included: rated as 'less popular' than average with peers (though some rated as more popular); less often liked by other children (poor relationships); often left until near the end when choosing teams or groups; significantly more quarrelsome; more likely to engage in bullying; trying more than most to get attention from teachers and a stranger entering the room. At 16 they were still trying to get a lot of attention from adults, and often more aggressive. What was not creditable was any comment about a special friend because 15-20% teachers did not answer this question, so it was not included.

Question 8

This question was answered correctly by most candidates, the only distinguishing feature was the lack of detail. Some candidates merely wrote "the giraffe episode" whilst others provided sufficient detail to achieve a maximum mark.

Question 9

When Dement and Kleitman looked at the relationship between eye movement and dream content five main dreams were reported: standing at bottom of cliff operating hoist and looking at climbers; climbing ladders and looking up and down; throwing basketballs at a net; two people throwing tomatoes at each other; and driving a car then speeding car from left. By far the most popular answer was the dream about the tomatoes but any description of any of the above mentioned dreams would be credited. For part **(b)** Dement and Kleitman concluded that there was a relationship between eye movement and dream content with horizontal movement correlating with dreams such as throwing tomatoes.

Question 10

For question part **(a)** the apparatus used in the study by Sperry consisted of several items and identification of any two scored two marks. For example as one eye was covered, an eye patch counted; the table with the two 'windows' was another aspect. The 35 mm transparencies or the projector to present for 1/10th of a second or less were all creditable. Question part **(b)**: Sperry referred to the left hemisphere as the dominant hemisphere mainly because it has the language centres. Most candidates who knew the Sperry study were able to describe the apparatus and similarly most were able to suggest the language function of the left hemisphere.

Question 11

In the Milgram study participants were prevented from withdrawing by the experimenter giving a number of prods (scoring 1 mark) which consisted of comments like "you have no other choice, you must go on" (scoring 2 marks). If candidates referred to the prestige of the University or the fact that participants were paid they also scored a mark even though these were not directly relevant to withdrawal from the study. For question part **(b)** participants are given the right to withdraw because it may harm them psychologically if they are forced to stay against their wishes. It was pleasing to report that nearly all candidates answered this question part correctly.

Question 12

Question part **(a)** was answered correctly by many candidates, but not by all. The question required a conclusion that was made by Piliavin et. al. of which there were five. Any one of these scored maximum marks. What did not score marks was the suggestion of the cost-benefit analysis which was the explanation put forward to explain the conclusions. Question part **(b)** asked for evidence to support the conclusion described in **(a)** and whilst this was done well by many candidates a good number had already provided evidence along with their part **(a)** answer; this again supporting the recommendation to read both question parts before beginning an answer.

Question 13

According to Tajfel the cause of inter-group discrimination is the categorisation of any two (or more) groups that are different from each other in some way. These are labelled in-group and out-group. Most candidates provided an answer based on these views. For question part **(b)** any answer which was reasonable and psychologically based received credit.

Question 14

This question took a different approach by asking candidates to draw rather than describe an item. Most candidates were able to draw correct items, as provided in the Gould article. A few candidates drew incorrect items such as missing ears and many other things too numerous and too humorous to mention scored no marks. Candidates who muddled items (a tail was missing from a dog, cat, horse, rabbit, giraffe and elephant rather than the correct pig) were given some credit.

Question 15

Questions asking for two ethical issues appear on each paper and this time it was the turn of the Rosenhan study. Any ethical issue applies. For example confidentiality was maintained as no-one was identified. Deception also applies because the pseudo-patients lied about their symptoms of hearing voices. Notably the pseudo-patients were briefed beforehand by Rosenhan so they gave their consent with knowledge of what might happen to them.

Section B

Question 16

(a) Most candidates were able to outline the procedure that was used in their chosen study whether it be Hradek and Grant, Schachter and Singer or Thigpen and Cleckley. Some candidates took it as an opportunity to describe the whole study, failing to emphasise or even ignoring the self report aspect altogether. On the other hand there were many candidates who impressed with the detail and accuracy of their answers.

- (b) This asked specifically for the self report measure used in the chosen study, and although most candidates were able to do this successfully, many candidates described again what they had in part (a), again emphasising the need to read all question parts before starting to write. As a reminder, a self report is anything spoken by a participant.
- (c) Often this question part caused most problems for candidates as the requirement was to consider both the strengths and weaknesses of self report measures. The optimal strategy was to provide two arguments for and two arguments against. Candidates are reminded that the question did request that the chosen study be used as an example to illustrate the strengths and weaknesses. Strengths can include: participants are given opportunity to express their feeling and explain their behaviour; the quality and richness of data gained; it is not limited to quantitative data; participants are less likely to drop out of the study. Weakness include: data may be unique and not comparable to others; participants may provide socially desirable responses; participants may respond to demand characteristics. These suggestions are summarised and in any essay expansion is necessary.
- (d) All candidates made reasonable suggestions for ways in which a different method could be used to gather data. On the one hand the more able candidates often provided more detailed explanations of how their suggestions would work, and on the other, there were those who could not develop their suggestion beyond a few sentences or so. Not all candidates went on to consider the effect their suggestion would have on the results, as the question asked.

Question 17

- (a) This was a popular question, but question part (a) suffered the same fate as **Question 16** in that despite being specific and asking for the main findings, it led candidates to describe the whole study. Alternatively some candidates see this as another Section A question and write a very brief answer. The Haney et. al. prison simulation study was the most popular by far, although some candidates chose the complex Raine et. al. study and wrote superb answers.
- (b) This question part produced some good answers, with candidates being able to describe the sample and how the participants were selected. Those choosing either the Samuel or Raine studies did not have much to write about but included all relevant aspects, whilst those choosing the Haney study had more to write about but often extended their answers into the inappropriate arrest procedure.
- (c) This question part required a consideration of both the advantages and disadvantages of using a restricted sample of participants. Whilst most candidates could provide a number of disadvantages, such as inability to generalise, very few could extend their range of advantages beyond the 'they are easily available' type of comment. Possible advantages include: participants are available and willing, e.g. they may be students (gaining course credits) or they may be volunteers (paid); they may be more likely to do unethical things without question; they may be of limited numbers and type e.g. male; the study could be used as pilot study before generalising; the study can stimulate further research; the participants are a control in that other variables (e.g. women) are eliminated. Possible disadvantages include: more likely to conform/consent/show demand characteristics if they are paid/receive course credits/will get off murder! One cannot generalise to other groups; the restricted sample does not represent; a restricted sample is reductionist in that the sample may never be isolated in such a way from real life. Note that mark schemes always allow for other answers not included in this list.
- (d) This question part caused one or two problems for some candidates, but most were able to make appropriate suggestions of what a different sample might be. As with **Question 16** it was insufficient to answer only half the question. The other half of the question 'and say what effect, if any, this would have on the results' carried 5 marks and so to ignore it was costly.

PSYCHOLOGY

Paper 9698/02
Core Studies 2

General comments

There was a full range of marks awarded with some excellent answers and some where the candidate was not aware of the required technique on the essays. There seemed to be a Centre effect here which indicates the need for a more thorough understanding of the essay mark scheme by some Centres.

Time management by some candidates was poor resulting in some long answers followed by some answers which hardly addressed the question owing to candidates running out of time. Practice under timed conditions would help with this.

In relation to the essays, some candidates did not focus on the question sufficiently and wrote general answers without answering the actual question asked e.g. 'Outline what each of these studies tells us that is *useful?*', candidates failing to focus on the word 'useful'. There were very few rubric errors such as answering all of the essay questions rather than one. Overall the paper differentiated well.

Individual Questions

Section A

Question 1

- (a) Good answers suggested a feature of language used by Washoe such as combinations, differentiation etc. Weaker answers merely stated that Washoe used sign language without explaining how language was used.
- (b) Good answers went beyond the study on Washoe and referred to the difficulties of studying cognitive processes including the fact that they cannot be seen or the difficulty of finding valid measurements.

Question 2

This question was very well answered with reference to various features of the prison situation and how they affected the prisoners or guards including the uniforms, the restricted space etc.

Question 3

- (a) Most candidates were able to identify examples of quantitative and qualitative data including the questionnaires and interviews respectively. However some candidates merely referred to the number of participants as quantitative data failing to focus on data that was collected in the study.
- (b) Again this was answered well by the majority of candidates but there was some confusion over quantitative and qualitative data and between reliability and validity.

Question 4

- (a) This question was answered well with most candidates able to describe questions such as multiple choice, those requiring the missing part of the picture to be filled in and those requiring cultural knowledge of America.
- (b) A range of answers was given here including the fact that the questions were culturally biased.

Question 5

- (a) This question elicited a good range of findings from the subway study including reference to help in the blind and ill conditions, gender differences in helping, and same race helping.
- (b) The main answers given here referred to altruism, diffusion of responsibility and bystander behaviour.

Section B

Question 6

In part (a) some candidates just described the study and did not link it to ecological validity. Better answers, of which there were many, gave a good account of the extent to which each of the studies has ecological validity. Good answers to part (b) covered a range of problems (four) in trying to achieve ecological validity including ethics of deception, demand characteristics etc. Points were well explained and examples from the core studies were used to illustrate each one. Weaker answers just described problems of each study without linking specifically to achieving ecological validity. Part (c) elicited a range of responses, with some being too limited to be awarded many marks. Other candidates presented a good argument in answer to whether it is possible to achieve ecological validity in laboratory studies. Higher marks were awarded when the answer covered a range of points and used examples from the core studies and everyday life to support the points made.

Question 7

This was the least popular question with **Question 6** and **Question 8** being answered equally often. Some candidates wasted time in part (a) describing the studies and not focusing on reductionism. Better answers referred to a variety of aspects of reductionism including the breaking down of complex processes such as discrimination (Tajfel) into simpler parts. In part (b) a range of strengths and weaknesses of reductionism were offered including the benefits of control in experiments in allowing cause and effect to be established. Weaker answers just described strengths and weaknesses of each study without linking specifically to reductionism. Part (c) was answered well by candidates who covered a range of points and used examples from the core studies and everyday life to support the points made.

Question 8

In part (a) some candidates just described the study and did not explain what the studies tell us that is useful. Better answers (of which there were many) gave a good account of useful information from each study. Good answers to part (b) covered a range of problems in trying to conduct useful research including ethics of deception, demand characteristics etc. Points were well explained and examples from the core studies were used to illustrate each one. Examiners were impressed by the range of knowledge demonstrated by the candidates. Weaker answers, however, just described the problems of each study without linking specifically to conducting useful research. Part (c) elicited a range of responses some of which were too short to be awarded many marks. However, other candidates presented a good argument in answer to whether all psychological research should be useful achieving higher marks when their answers covered a range of points and used examples from the core studies and everyday life to support the points made.

PSYCHOLOGY

Paper 9698/03
Specialist Choices

General comments

As always answers were seen that were superb in every respect and all credit to the candidates and the teachers concerned. Such answers are a pleasure to read. What is less pleasurable is when candidates attempt to answer ten or more questions, with some even trying all twenty questions! These candidates are reducing their chances of passing significantly since the requirement is to complete just four questions in three hours. The quality of each answer needs to be high and contain appropriate detail so a sufficient amount of time should be spent on each question.

As always there are those who write anecdotal answers based on common sense. Psychology is about real life and although many people think it is nothing more than common sense, to achieve a qualification candidates do have to go beyond common sense. As always, the clearest way to prove this is to quote the work of psychologists. **Question 9** illustrates this. If a question asks “why do people not take their medicine” it can be answered by anyone with “because they do not like the side effects”. This is true and although it is common sense, it would still score 1 mark. But how can more marks be scored? If the candidate were to write “because they do not like the side effects and this was shown in a study by Bulpitt on those suffering from hypertension” then 2 marks would be scored because this is a relevant study and it shows the candidate has studied psychology and has prepared for the examination. What would score even more marks would be the candidate who added more detail about the Bulpitt study to the sentence above.

Comments on specific questions

Psychology and Education

Question 1

In part **(a)** a learning difficulty or disability is where a child has a significantly greater difficulty in learning than most children of the same age. Most candidates provided a definition along these lines and so scored full marks. In part **(b)** the most commonly chosen difficulty was dyslexia and for one cause more able candidates mentioned either a genetic cause (e.g. Plomin et al, 1994) or brain abnormality (e.g. Carlson, 1994). Some candidates were unable to suggest a cause at all. With regard to the effects of dyslexia some candidates referred merely to ‘problems with reading’ and scored just one mark whereas others were able to be much more precise and refer to letter reversal or rotation - the letter ‘d’ may be shown as ‘b’ or ‘p’; missing syllables - ‘famel’ for ‘family’; transposition of letters - ‘brid’ for ‘bird’; problems keeping place when reading; and problems pronouncing unfamiliar words, all of which show much deeper understanding and score up to the maximum question part mark. Part **(c)** answers again differed between those who suggested children have more lessons, without expansion as to what such lessons may be, and those who suggested techniques specific to dyslexic children.

Question 2

A strategy to prevent disruptive behaviour is exactly what it says: to prevent a behaviour from happening, before it occurs. Whilst most candidates stated this in part **(a)** they did not follow it through into question parts **(b)** or **(c)** and often failed to address the question set. For example a disruptive behaviour may well be attention deficit hyperactive disorder (ADHD) and a way of correcting it may be to give the drug ritalin. However, the drug does not prevent ADHD and it is not a strategy that could be used by a teacher. Alternatively candidates who chose a disruptive behaviour such as bullying or out-of-seat behaviour in part **(b)** could apply any of a wide range of preventative strategies in question part **(c)**.

Question 3

In relation to psychological perspectives, both the specification and this question refer not to the perspective itself, but how it has been applied to education. Those choosing to write about the cognitivist or humanist approaches generally answered the question specifically, but those choosing the behaviourist perspective often wrote about classical and operant conditioning without writing about how this would apply in a classroom. It would have been useful to refer to the use of programmed learning as an approach to teaching and learning e.g. Bloom's mastery learning or Keller's personalised system of instruction. Behaviour modification could have been applied to (i) children who misbehave and (ii) children who are disadvantaged. Also social learning is applicable, using teachers or other children as role models. Some evaluations were excellent as were answers addressing how science could be taught.

Question 4

As expected, the work of Maslow was prominent but it was pleasing to see that many candidates consider theories from a range of perspectives and also from the interesting areas of attribution theory, locus of control and achievement motivation. Question part **(b)** saw evaluations ranging from those who did not evaluate at all but merely elaborated on what was in part **(a)** to those who wrote excellent evaluations and had clearly followed the requirements of the mark scheme. Question part **(c)** had significant numbers of answers referring to teachers motivating children by continuously giving them sweets, whilst better answers considered a range of both intrinsic and extrinsic motivators.

Psychology and Environment

Question 5

The term climate refers to average weather conditions over a period of time, as distinct from weather which is the relatively rapidly changing conditions. For this question candidates had to consider studies on performance, social behaviour and health (in effect one from each sub-topic of the specification). Many candidates had prepared well and described appropriate studies clearly, such as the 1972 Pepler study on air conditioning, various studies by Baron and Bell and the 1978 study by Page on helping behaviour. On the other hand some candidates answered this question by stating how heat affects them and their performance, health and social behaviour. Whilst this gave Examiners an insight into them, they did not score marks for it. Answers must be psychologically informed.

Question 6

As most candidates correctly wrote, a technological catastrophe has human causes whereas a disaster has natural causes. Question part **(b)** allowed for flexibility in that candidates could describe an event either anecdotally (such as a hurricane) or they could describe a specific event (most commonly 'three mile island'). Some candidates chose to write about acts of terrorism believing that they are technological catastrophes. This is not the case, as any disaster or catastrophe is unplanned. For question part **(c)** the most common treatment for post-traumatic stress disorder is systematic desensitisation and many candidates described this in detail. Some candidates suggested the use of drugs showing little understanding of the nature of post-traumatic stress.

Question 7

For this question candidates could write either about personal space, about territory or they could combine the two. Many candidates impressed with the range of studies included and the range of relevant issues raised in question part **(b)**. For example, many candidates wrote in part **(a)** about 'invasion of space' studies such as those by Sommer and Middlemist and then in part **(b)** commented on the ethics, the lack of ecological validity and the restricted sample of participants in these studies. Such answers score high marks because relevant evaluation issues were raised and candidates were following the requirements of the mark scheme quite closely.

Question 8

Architecture and behaviour is not a popular area, but those choosing this question either scored very high marks with their competent answers or scored very few or no marks as they showed no understanding about this area at all. There are those who attempt questions such as this because they think that as they see architecture around them they suddenly become fully appraised with all the relevant knowledge and skills to enable them to answer an A Level answer successfully. This is not the case. Answers to question part (c) were often interesting to read and the most common feature mentioned was the use of lighting to increase what Newman would call 'opportunities for surveillance'.

Psychology and Health

Question 9

Adherence to medical advice is the extent to which people carry out the instructions given to them by a medical practitioner as most candidates correctly stated. For part (b) many candidates stated that, for example, the side effects of treatment caused people to stop taking their medicine. This is a correct answer and scored a mark. However, it is not psychologically informed and anyone can make such a statement whether they have studied psychology or not. Such an answer does not compare with those candidates who went on to write about, most commonly, the study by Bulpitt where people stopped taking medicine for hypertension because of reduced sexual performance. This is a relevant study and shows that the candidate has taken a course in psychology.

Question 10

The concern about anecdotal comments was demonstrated even more clearly in this question. Even though question part (b) asked for a **psychological** cause of accidents, encouraging candidates to write some psychology, many still failed to address relevant information. Texts for this area consider Theory A: the person approach, where accidents are caused by the unsafe behaviour of people; and Theory B: the systems approach where accidents are caused by unsafe systems. More specifically people may think they have an accident prone personality and so self-fulfilling prophecy may apply; people have an illusion of invulnerability – that it won't happen to them; people apply motion stereotypes and so do not consider alternatives; people make errors (they are human!); and people doing shiftwork have a low-point of 2-5 am. Reference to any of these potential causes would score high marks.

Question 11

This question was generally well answered and many students were able to describe relevant studies pertinent to the practitioner-patient relationship. Most commonly quoted was practitioner style closely followed by the provision of instructions (e.g. Ley) and whether terminology is understood (e.g. Mackinlay). Some candidates also referred to the appearance of the practitioner, which is also relevant. Evaluation for question part (b) was variable. For part (c) most suggestions were that the practitioner should change their style, to be more patient-centred, and that they should express themselves more clearly to patients.

Question 12

Questions on stress allow a wide range of aspects to be included such as its causes, the effects it has on health, the ways in which it can be measured and the ways in which it can be managed. In fact answers which used this structure impressed with the range of information presented. One common issue raised in part (b) was the 'physiological versus psychological' debate, with measures of stress and management techniques being either physiological or psychological. For part (c) it was interesting to read the suggestions of how the stress of a teacher may be managed. Whereas some suggestions were appropriate and could easily be used by any teacher, others were rather more extreme providing insight into what candidates think about their teachers!

Psychology and Abnormality

Question 13

A model of abnormality is a collection of assumptions concerning the way abnormality is caused and treated. It includes the medical and psychological (behavioural, psychodynamic, humanist) models. Question part (b) was an extension from this and asked for details of one model. The Psychodynamic model sees disorders caused by unresolved unconscious conflicts usually from childhood, whereas the Humanistic model believes that disorders are caused by external factors preventing personal growth. A lack of unconditional positive regard may lead to distorted self concept. The challenge in part (c) was to show how any one model explained any two abnormalities. The result was interesting because although psychological models were written about in part (b) the medical model was most commonly chosen for part (c).

Question 14

The two types of abnormal learning were required in this question and the most commonly included types were autism, dyslexia and attention deficit disorder. Many candidates reverted to a description of the Baron-Cohen study to describe autism which is much more complex than lack of theory of mind. For example, there are problems with social relationships, verbal and non-verbal communication, preference for routine, and also solitary play. Autistics are also echolalic, which means they repeat words they hear 'like a parrot'. Part (c) allowed candidates to suggest how abnormal learning may be overcome and here, unlike the psychology and education question, the use of drugs was allowed.

Question 15

In this question candidates placed heavy emphasis on post-traumatic stress disorder, considering amnesia and fugue much less. Weaker candidates merely listed events that could cause trauma ignoring the actual symptoms, whereas more able candidates considered symptoms and also included fugue and the various types of amnesia. Weaker candidates also believe that PTSD can be treated with drugs which showed their lack of understanding of it, whilst the more able suggested various treatments including systematic desensitisation.

Question 16

This is the first time a question on abnormal affect and a question on abnormal affect due to trauma have appeared on the paper. Thankfully no candidate got the two confused. Abnormal affect is another name for disorder of emotion or mood most typically depression and mania or both, which is bi-polar or manic-depression. Able candidates outlined the various types and considered a number of possible causes. Evaluation provided by these candidates was often good. Alternatively there were some candidates who began "when I was depressed..." and they provide a sad story of their experiences. This approach scored very few or no marks. Seasonal affective disorder is quite disabling and although it would solve the problem to move to a different country this isn't possible for the vast majority of sufferers. Treatment with light therapy is most pertinent.

Psychology and Organisations

Question 17

Leader-worker interaction is when two or more individuals are engaged in a social interaction in the workplace where one is the leader and the other is the worker. Most candidates provided an explanation of the term along these lines. Question part (b) saw some candidates give a common-sense suggestion, whilst some excellent answers described the study by Dansereau et. al. (1975) whose *leader-member exchange model* suggests that it is the quality of interaction between leaders and group members that is important. This model has received much acclaim due to the success it has achieved when applied to real life situations. Part (c) asked for two leadership styles and this caused very few problems for the vast majority of candidates.

Question 18

The term motivation to work was explained sufficiently by most candidates. One theory of motivation, as requested by part **(b)** showed Maslow's hierarchy of needs to be the most popular, with many candidates drawing the 'pyramid' to illustrate the levels. McClelland and Herzberg's theories also featured. Many candidates provided a good answer to part **(c)** often distinguishing between intrinsic and extrinsic motivators. Some candidates believe that money and yet more money are the only motivators whilst others ventured appropriately into job satisfaction and quality of life whilst at work.

Question 19

There were many disappointing answers in relation to this question. Often it appeared to have been chosen by those who knew very little about the area but thought they knew a lot. One appropriate aspect is that of group processes such as cohesiveness, co-operation and competition. Another area worthy of consideration relates to how groups make decisions. A further area, into which a number of candidates did venture was that of groupthink and group polarisation, where group decision-making goes wrong. Evaluation part **(b)** answers are never good when part **(a)** is lacking and for this question answers on evaluation issues were sparse. Part **(c)** again appealed to those who knew nothing psychological about team building.

Question 20

This question was more popular than **Question 19** and answers were of much better quality too. There were those who merely described how people can communicate in an organisation: talking, telephoning, faxing, emailing, etc. and as these methods are used, some marks are awarded. However, higher marks are always awarded to those who quote relevant psychology and those considering theories such as Leavitt's centralised and decentralised network benefited, particularly those who went beyond the basics and considered how the network varied according to the task and how it related to efficiency and satisfaction for the network members.