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# FOREWORD

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This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

# PSYCHOLOGY

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## GCE Advanced Level and GCE Advanced Subsidiary Level

Paper 9698/01
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Core Studies 1
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### General comments

The performance of candidates sitting the examination was equivalent to those sitting previous examinations in that marks covering the entire range were achieved. A good many candidates impress with their efforts, their understanding and their evident hard work. Teachers should also be congratulated for their hard work. However, as always there are those who fail to realise that success in examinations results from hard work and that a pass will not be possible just by turning up and hoping common sense will get them through.

The usual errors were evident where candidates:

- are reasonably well prepared but do not follow the rubric and answer all or too many questions;
- write too much for earlier questions in **Section A**, then to make up time write very brief answers for the later questions;
- spent too much time on their **Section A** answers which did not leave them enough time to write sufficient answers to the question in **Section B**;
- do not answer the question set. In essay questions, such as **Question 17**, candidates tell the story of a study in all its detail rather than answering the question set. This approach often scores only a few marks as the requirement of the question is addressed only briefly. This is a problem because the candidate thinks they have written a good, detailed answer and are expecting to receive a good mark, failing to understand why they receive a low mark;
- appeared not to have studied the correct core study, or to have used texts which are inaccurate. On this occasion this was most noticeable in **Question 16** when the chosen study was that of Bandura. Answers contained many variations of the actual study, often failing to give the correct description of what happened in the study. It is essential that the correct core studies are used which are, of course, listed in the specification;
- confuse core studies. On this occasion candidates confused the Hraba and Grant 'doll choice' study and the Baron-Cohen et. al. study on autism. Candidates simply listed two questions that were asked as part of the Sally-Ann test rather than questions on doll choice.

### Comments on specific questions

#### **Section A**

#### **Question 1**

- (a) Candidates had to identify (which means to name) any two of the five words used in Experiment 1 of the Loftus study. Whilst most candidates could name 'smashed', 'collided', 'hit', 'bumped' or 'contacted', a significant number could not.
- (b) Answers to this question show that many candidates are taught aspects of memory that are simply not needed. Whilst a little background to place the study in its correct context is highly desirable, the teaching of a range of theories of memory is not. In their study Loftus and Palmer suggest that people have an 'original' memory; what they conclude about the event immediately after it has happened. This memory can then be modified by many things such as talking to other people, by leading words or questions or by just thinking about it. This forms an 'after the fact' memory. These are the two important types of memory in the study of leading words and eyewitness testimony.

**Question 2**

A significant number of candidates could correctly identify two depth cues, as required in question part **(a)**, and successfully explain how one of them was applicable to the Hudson antelope/elephant/man picture, which was question part **(b)**. Many candidates could not provide an answer for either question part, which is disappointing given that depth perception and the Hudson antelope/elephant/man picture is central to the study.

**Question 3**

Quite a fascinating range of answers were provided in response to this question on the signs used by Washoe. Many candidates could correctly name and describe two of the signs, others could name but not describe, and others merely guessed.

**Question 4**

- (a)** Most candidates were able to correctly give the meaning of the term conservation, which is the ability to realise that critical attributes of an object remain the same even though its appearance may change.
- (b)** Most candidates correctly stated that, as Piaget believed, the pre-operational stage started at 7 years of age, Samuel and Bryant wanted to see at what young age children could conserve.

**Question 5**

Nearly all candidates answered question part **(b)** correctly by stating that after the period of institutionalisation the children were either restored to their biological parents or they were adopted. Most candidates also correctly identified one effect of the period of institutionalisation; the most common effects mentioned were that the children were more likely to be adult orientated or that they were less likely to have a special or best friend.

**Question 6**

For this question many candidates scored two marks but only occasionally did they score maximum marks. Either candidates could provide an advantage and a disadvantage of a case study but not relate it to the Freud study, or they could provide examples from the study on little Hans but not extract an advantage or a disadvantage from it. When a question adds 'as used in this study' the requirement is to provide an example as used in the specific study.

**Question 7**

A different angle on the Sperry study was used for this question and whilst most candidates were correct when they said the participants had their brain operation to reduce their severe epilepsy, some candidates believe that 'normal' (non-epileptic) patients volunteered for the study! The outcome (part **(b)**) was that despite having the commissural fibres cut, most patients lived a relatively 'normal' life and more importantly, were relatively seizure free.

**Question 8**

The study on brain scans by Raine, et. al. used a PET scan (positron emission tomography) which uses radioactivity to label blood and blood sugars or neurotransmitters such as dopamine. Naming the type of scan used earned one mark, whilst some brief description, such as how the scan is used, earned a second mark. There are many problems with this type of scan and the authors themselves list the concerns they have in their original article.

**Question 9**

Candidates were asked to give two ways in which participants were deceived in the Milgram study, each way earning one mark. Participants were deceived in many ways: no actual shock; acting by learner; not a study on learning and memory; teacher and learner selection not random amongst others, so it was not surprising to find nearly all candidates scoring maximum marks. Part **(b)** caused a little confusion however and various incorrect answers were offered. The main way participants were prevented from leaving the study was through the use of prods such as 'the experiment requires that you continue'.

**Question 10**

Many candidates did not know the difference between a prisoner and a guard as many described the uniform of the guards and not that of the prisoner as the question asked. Many guessed (blue uniform with arrows; loose clothes and slippers) and such answers received no marks. The prisoners wore a loose muslin smock, ankle chain, no underwear and a hair net. Any two features earned two marks. In part **(b)** the effect this uniform had on them was to make them feel depersonalised, emasculated and deindividuated.

**Question 11**

- (a)** Many laboratory studies had been performed investigating diffusion of responsibility in emergency situations. The study by Piliavin et. al. aimed to see what would happen if an emergency situation was recreated in a real world setting.
- (b)** Candidates could give any disadvantage of a field study, which could be, that variables are more difficult to control, for example.

**Question 12**

Both parts of this question were answered fully by only a few candidates. Eugenacists believe that intelligence is inherited and that the stupid, useless and weak should be prevented at the very least from having children. Skin colour is a prime indication of level of intelligence and that the darker the skin the less intelligent the person automatically is. Further, any mixing of races is bad and this also leads to a lowering of intelligence levels. There is a significant body of evidence to show that these views are wrong (and one piece of evidence to contradict the Eugenacists was asked for in question part **(b)**). Two possible answers are that some 'innately stupid races' have very intelligent people such as Jewish Einstein. People with experience in the United States, whatever their colour, improved their test score, showing that intelligence cannot be inherited.

**Question 13**

- (a)** This asked for details of the sample used in the Hraba and Grant study. Candidates merely stating 'participants' did not score any marks, but those giving more detail scored more marks. In this study the sample consisted of 160 children aged between 4 and 8 years who attended five primary schools in Lincoln, Nebraska. 89 were black (60%) and 71 were white (40%). Note that such specific detail as numbers/percentages is not required to achieve full marks.
- (b)** This asked candidates to state two of the questions the children were asked, and most candidates were able to do this successfully. Note the comment made in the general report concerning the confusion between this study and the Baron-Cohen et. al. study on autism.

**Question 14**

In the Rosenhan study, sane in insane places, when the pseudopatients approached members of the hospital staff with simple requests for information, question part **(a)**, 71% of psychiatrists and 88% of nurses/orderlies moved on with head averted; only 23% and 10% made eye contact; only 2% and 2% paused and chatted. Those candidates knowing this study scored well compared to the random guesses of those who did not.

**Question 15**

- (a)** This question asked candidates to describe one psychological test that was used in the study by Thigpen and Cleckley on multiple personality disorder; a number of candidates wrote about hypnosis. Whilst hypnosis was used, it is not a psychological test. More commonly the IQ and Rorschach tests were mentioned. Although measurement by EEG is not strictly a psychological test, it is a test and so some credit was given for it.
- (b)** The Rorschach test revealed the profile of Eve Black to be healthier; the personality of Eve White to be repressive, of Eve Black regressive. IQ's of 104 and 110 were found.

**Section B****Question 16**

- (a) Most candidates were able to provide details of the procedure of their chosen study as required in question part (a). Some candidates, as described in the general comments above, appear to have studied a different version of the Bandura study from that listed in the specification. In the correct study children did not watch television or videotapes, older children or cartoon characters. Marks cannot be awarded for incorrect information. Most other answers differed only in the quality of their descriptions, those at the top end being characterised by detail, accuracy and clarity of understanding.
- (b) This required an outline of some controls that were used in the chosen study. Whilst one control described in sufficient detail could gain a maximum mark, a better strategy is to outline a number of controls in less detail. Whilst some candidates took full advantage, for the studies listed in this question used a good number of controls, others appeared not to know what the term control referred to.
- (c) This part required candidates to have knowledge of overall psychological concepts which apply to all core studies and this question part caused most problems for candidates. It is well worth teachers taking a number of methodological concepts and applying them to all appropriate studies. For example, many of the core studies used a number of controls as applicable here; there are advantages and disadvantages of various methods (e.g. laboratory experiments, case studies and snapshot studies) as well as others. Reference to past papers will reveal the areas that will be examined and so should be covered by teachers.
- (d) This asked for a different way in which the chosen study could be investigated. 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. Their effect on the results was often not addressed and so marks were lost.

**Question 17**

- (a) This required candidates to outline the main findings of the study. Rather than answer the question specifically, many candidates 'told the story' providing details of the aim of the study and going through procedure details and sometimes, although not always, eventually arriving at the findings. As the question specifically required findings additional aspects were not required and received no credit.
- (b) This confused many candidates because now they were faced with a question requiring details of procedure – and they had already provided their answer to this in question part (a). Candidates are advised to read all question parts fully and plan their answer before starting to write. Generally there were no problems with details of procedure and those choosing the Samuel and Bryant and Baron-Cohen studies provided better descriptions than those choosing the Tajfel study.
- (c) This required that candidates consider advantages and disadvantages. Appropriate advantages could be that snapshot studies are quick, and not time consuming for participant; that the results and findings are published without delay and so are very up to date. On the other hand there are a number of disadvantages, such as it is behaviour at that time only, and the result may depend on the mood of the participant at time of the study.
- (d) This required candidates to consider an alternative method of gathering data and the 'opposite' of a snapshot study is to gather data over a longer period of time in a longitudinal study. Most candidates could do this successfully and achieved high marks. However there were those who did not fully address the second part of the question.

<p><b>Paper 9698/02</b> <b>Core Studies 2</b></p>
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**General comments**

Candidates generally answered this paper very well and few rubric errors were made. The short answer questions were answered particularly well with the only noticeable questions answered less well being **Question 4** on Hodges and Tizard and **Question 5** on Rosenhan which provided discrimination between those candidates who have brief knowledge of the studies and those who understand the wider implications and more detailed methodological issues of *reliability* and *validity*. The essay questions in **Section B** were again answered well with most candidates answering **Question 7** on the right to withdraw from psychological studies. **Questions 6** and **8** were far less popular questions but attempted equally well. Some candidates used studies other than those listed in the essay questions and some candidates wrote very brief answers to part C of the essay questions limiting the range of marks available. On the whole the candidates showed thorough preparation for the exam and a good understanding of the technique required.

**Comments on specific questions****Section A****Question 1**

- (a) This question was answered well, most candidates referred to the difference in levels of arousal between witnessing a real car accident and watching film clips. Other answers referred to differences in attention and other environmental factors.
- (b) Candidates provided many good suggestions for improving the ecological validity of the studies including using simulated car accidents and interviewing real eyewitnesses. Candidates also showed a good understanding of the implications of their suggestions including ethics.

**Question 2**

- (a) Some candidates gave examples of psychometric tests rather than the definition required. Good answers suggested that psychometric tests referred to standardised tests used to measure psychological concepts.
- (b) This question part was more difficult and better answers referred to the fact that there were no appropriate tests available for Freud to use whilst others referred to Freud's approach and his preference for qualitative in depth data.

**Question 3**

- (a) Few candidates had difficulty identifying the two other groups of children used as controls in the study by Baron-Cohen, Leslie and Frith and correctly referred to the Downs Syndrome and 'normal' groups of children.
- (b) Again candidates answered this question well and many gave detailed answers relating to the problems of studying cognitive processes including difficulties in measurement, individual differences and ethnocentrism.

**Question 4**

- (a) Some candidates confused validity with reliability whilst others were able to give details of the other measures, which were taken including interviews, and questionnaires given to teachers and parents.
- (b) Here many candidates suggested using different measures such as observations etc. (validity) rather than interviewing the participants again or using more than one interviewer (reliability).

**Question 5**

- (a) Most candidates answered this question correctly by stating that the pseudopatients were diagnosed with 'schizophrenia in remission'.
- (b) This question presented more of a problem for candidates and was answered less well. Good answers referred to how the location, being a mental institution, gave the medical staff an expectation that the pseudopatients must be mentally ill, and much of their normal behaviour was interpreted in this way. Other answers focused on how the hospital environment made the pseudopatients uncomfortable and may have affected their behaviour.

**Section B****Question 6**

- (a) Candidates were required to describe what the studies tell us about ethnocentrism. Weaker answers merely described the results of each study whilst better answers explored the way in which ethnocentrism was illustrated in each study including methodological bias, attitudes and behaviour.
- (b) This question required a range of problems relating to the study of different groups of people by psychologists. Each problem was worth 3 marks so those answers, which addressed only one problem, could only obtain a maximum of 3 marks out of 10. Better answers highlighted several problems including differences in cultural norms, biased methodology, sampling problems and the implications of research including 'scientific racism' and discrimination.
- (c) Here candidates were required to give suggestions of why it is useful to study ethnocentrism. Good answers gave a range of points, which were accurate, showed understanding and supporting psychological evidence. Weaker answers failed to develop an argument, lacked balance and were unable to extend beyond specific studies. Good points included reference to raising awareness of discrimination in society and understanding the formation of prejudice.

**Question 7**

- (a) This was the most commonly answered question of the three and was generally answered well by most candidates. Good answers gave details of the difficulties participants had in withdrawing from each of the studies including communication problems with animals, issues surrounding payment of participants, specific difficulties relating to the use of children in psychological research and the locations used for psychological studies.
- (b) Candidates were required to give two arguments for and two against the right to withdraw. Some answers concentrated on one side of the argument rather than both which restricted the marks that could be awarded.
- (c) Candidates were required to suggest whether unethical experiments can ever be justified. Good answers gave a range of points, which were accurate, showed understanding and supporting psychological evidence. Weaker answers failed to develop an argument, lacked balance and were unable to extend beyond specific studies. Good answers referred to ethical debates and the right of the individual along with issues to do with the pursuit of knowledge and scientific gain.

**Question 8**

- (a) This was the least chosen question in this section. However, those who attempted it scored highly by describing the physiological processes studied in each of the studies listed and how they each affected behaviour. Weaker answers merely described the results of each study with no reference to the question.
- (b) Candidates presented a range of relevant problems related to the study of physiological processes including equipment, validity of measurement, sampling problems and technology.
- (c) Candidates were required to suggest whether physiological processes cause all behaviour. Good answers gave a range of points, which were accurate, showed understanding and supporting psychological evidence. Weaker answers failed to develop an argument, lacked balance and were unable to extend beyond specific studies. Good answers referred to points including reductionism, determinism and the role of cognitive factors in their answer.

<p><b>Paper 9698/03</b> <b>Specialist Choices</b></p>
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**General comments**

The quality of answers of a number of candidates from a number of Centres is very impressive and these candidates achieve excellent marks. On the other hand there are a significant number of candidates who, despite a number of reports such as this, still fail to realise how marks can be maximised on this paper.

A small but significant number of candidates write their entire examination paper without a single reference to any psychological evidence whether it be theory or study. The most obvious way candidates can show they have studied psychology is to write about what they have studied and this is most explicitly done by quoting a name and date and saying what the psychologist(s) did or found. This means that for any given question a competent answer will refer to the work of a number of psychologists.

Many candidates, and this tends to be Centre based, appear not to understand the requirements of the wording of the questions. In question (a) candidates should describe a range of evidence (theories and/or studies) from published research. In question (b) evaluative comments should be made about what has been described in (a). Part (b) should not be an extension of what has been said in (a). Part (c) should have suggestions which are clearly based on psychological evidence.

**Comments on specific questions***Psychology and Education***Section A****Question 1**

- (a) In response to this question candidates usually confuse learning style and teaching style. However, on this occasion most candidates were correct when they stated that a learning style is the way in which the pupil or student prefers to learn.
- (b) Two appropriate strategies, such as the 4PQR approach, were suggested by a number of candidates. However, many candidates referred to less creditable and more general aspects such as improving learning effectiveness by having a moderate temperature and ensuring a quiet environment.
- (c) Candidates adopting the general approach struggled in comparison with those using specific psychological techniques.

**Question 2**

- (a) Most typically disruptive behaviours are those behaviours which do not conform to the classroom norm leading a teacher to stop activity to attend to the cause of the disruption.
- (b) Answers in response to this question part were a little disappointing in that candidates often described anecdotally what had disrupted their classes rather than referring to specific educational and behavioural difficulties represented in texts.
- (c) The focus was on corrective strategies (which are applied after a disruptive behaviour has occurred). Frequently candidates suggested what they would do and so earned few marks compared to those suggesting an established psychological strategy.



**Section B****Question 3**

- (a)(b) The question on individual differences in education was by far the more popular of the two questions in this section, probably because many candidates thought they could write about more general aspects and present anecdotal evidence rather than applying specific psychological evidence. As a result, marks allocated to answers in question (a) were low. If candidates cannot present psychological evidence in (a) they will struggle to evaluate in question (b) and this proved to be no exception.
- (c) This question continued the earlier form. This said, there were some excellent answers and some Centres prepare their candidates fully whatever the area.

**Question 4**

A question specifically on the cognitive approach has not been asked for some time, but those candidates attempting it generally did very well.

- (a) The work of Piaget was most commonly quoted, which is not surprising given his significant contribution. Further, the work of Bruner, Ausubel and Gagne also featured prominently.
- (b) Evaluation focused not only on the work of the specific psychologists mentioned in (a) but also widened out and often alternative approaches, such as the behavioural approach, were put to good use.
- (c) Asked about teaching science classes to children aged seven years, the discovery learning approach was most commonly included and it is entirely appropriate.

*Psychology and Environment***Section A****Question 5**

- (a) Asked for the meaning of the term collective behaviour. Sears (1991) defines a crowd as people in physical proximity to a common situation or stimulus and to this it can be said that collective behaviour must involve a number of interacting people and the members must influence one another. Many candidates were unable to include any of these aspects in their answers.
- (b) There are said to be six types of crowd: the acquisitive crowd; apathetic crowd; expressive/peaceful crowd; baiting/aggressive crowd (often referred to as 'mob psychology'); and escaping crowd (both panicky and non-panicky).
- (c) Revealed that most candidates attempting this question had not studied pertinent psychology, instead simply stating that crowds can be controlled by police.

**Question 6**

- (a) Required explanation of the term 'natural disaster', where the crucial aspect is that it is naturally occurring rather than man-made/caused.
- (b) Required a description of two natural disasters and all candidates attempting this question were able to do this successfully. Most commonly mentioned were floods and earthquakes from various locations throughout the world.
- (c) Although a few candidates suggested that psychologists could go to the site of the disaster itself and help dig victims out of rubble, the most common suggestion was to counsel the victims, typically to relieve post-traumatic stress disorder.

**Section B****Question 7**

- (a) This question led many candidates to write about their experiences in various types of weather rather than consider appropriate published psychological evidence. Where this is the case evaluation in (b) is usually lacking. For reasons better known to candidates themselves many merely reproduced what they had written in (a) in more detail, treating (a) more like an introduction.
- (b) This carried more marks than question (a) and so adequate preparation for this question part is essential.
- (c) Although the emphasis appeared in bold, candidates still tended to write anecdotal answers rather than refer to psychological evidence.

**Question 8**

Environmental cognition is a fascinating area of psychology and it was disappointing that so few candidates chose to answer this question. This area includes cognitive maps which are the pictorial and semantic images we have in our head of how places are arranged. Not only do humans have cognitive maps but so do animals and studies have been done on various species of animal. This area also includes the scenic environment which considers our artistic preference for landscapes. Candidates answering this question provided answers that were disappointing and did not really begin to address the area itself. Answers to question (c) were equally poor with very little psychological evidence being quoted to support the suggestions that were made to design better 'you-are-here' maps.

*Psychology and Health***Section A****Question 9**

- (a) Most candidates were able to successfully describe what is meant by the patient-practitioner relationship as required.
- (b) Asked for two reasons why patients incorrectly diagnose their own illness and again most candidates were able to offer two appropriate suggestions, although many were anecdotally based. Psychologists offer four explanations:
- patients have hyperchondriasis (often make unfounded claims);
  - people believe incorrect interpretations by others (lay referral system);
  - the representative heuristic (if a smoker assume problem is due to smoking);
  - tendency to make either type 1 or type 2 errors.
- (c) Asked for a reason why people often delay seeking medical advice and yet again this question part was answered successfully.

**Question 10**

- (a) Asked for a definition of accident proneness and most typically this is a personal idiosyncrasy predisposing the individual who possesses it to a relatively high accident rate.
- (b) There are a number of characteristics which may be associated with accident proneness which are: age, extraversion, type A personality, field dependency and an inability to cope with multiple demands.
- (c) Asked for one way in which accident proneness could be reduced and there are many options here.

**Section B****Question 11**

A very popular question presumably because candidates had the freedom to write about whatever aspects of pain they wished.

- (a)(b) Some excellent (a) answers were written and indeed some excellent (b) answers were written too. Some candidates focused on the theories of pain; others looked at ways in which it can be measured and yet others emphasised how it can be controlled or managed. The best answers looked at aspects from a number of these areas.
- (c) The focus was on how chronic pain could be managed and those answers looking at the management of acute pain received no marks.

**Question 12**

- (a) Lifestyles and health behaviour has the potential to include a vast range of different aspects of health and answers to this question did cover a wide range. Many answers were entirely anecdotal and only scored a few marks. Others were excellent and included a plethora of appropriate psychological theories and studies.
- (b) Distinguished between those who had prepared appropriately and those who had not.
- (c) Allowed candidates to drift into the area of health promotion and an overlap here is entirely appropriate because if lifestyles are improved then so is health.

*Psychology and Abnormality***Section A****Question 13**

- (a) The term abnormal affect concerns disorders of mood and emotion, most typically depression or mania or manic-depression and candidates providing a definition along these lines scored both available marks.
- (b) Two types of abnormal affect were required, and most commonly depression was one aspect of abnormal affect and mania the opposite.
- (c) Asked simply for an effect that abnormal affect has on behaviour and experience. Generally a person who has mania displays spontaneity, activity, has outbursts of exuberance, has heightened good humour and is talkative and entertaining. They are often full of good ideas, plans and have grand visions. They are full of energy and appear to be physically inexhaustible. Those suffering depression are typically extremely despondent, melancholic and self deprecating. They may be physically lethargic and struggle to think out simple problems. They believe they are utterly worthless and have hopeless guilt.

**Question 14**

- (a) Asks what is meant by the term abnormal avoidance. Generally this is an abnormal response to an object or 'thing' leading a person to take steps to avoid contact with the object or 'thing'. This is usually in the form of a phobia, such as agoraphobia.
- (b) Asked for two examples of abnormal avoidance. For this question, candidates most typically chose arachnophobia and social phobia.
- (c) Focused on one treatment for abnormal avoidance and systematic desensitisation featured prominently as it is one of the favoured ways of modifying phobic behaviour.

**Section B****Question 15**

Not a popular question and one which was generally poorly done by candidates.

- (a) Abnormal affect due to trauma, the focus of this part, relates to the major psychological or emotional effect a serious traumatic event has on a person. Whilst some candidates considered appropriately traumatic events such as psychogenic fugue (leaving one's home, work and life and taking a new identity with loss of memory for the previous identity) or psychogenic amnesia (the losing of one's memory because of psychological reasons), others mentioned relatively minor events which would be unlikely to cause serious trauma.
- (b) Answers were just as disappointing as those in question (a).
- (c) This focused specifically on post-traumatic stress disorder (PTSD) and how people may cope with it.

**Question 16**

- (a) Candidates could include a range of types of abnormal learning which most typically would include autism, dyslexia (and related difficulties e.g. dyscalculia) ADHD (attention deficit with/without hyperactivity) or any other learning abnormality. Generally candidates were able to successfully describe two or more aspects.
- (b) Answers were generally good but limited in range of evaluative points.
- (c) Candidates were required to look at ADHD and how it can be treated. Most candidates choose to look at the control of it by the drug Ritalin. Others considered diet, and other possibilities.

*Psychology and Organisations***Section A****Question 17**

- (a) The term personnel screening, the focus of attention for this question, is typically the process of reviewing information about job applicants to choose workers. Most candidates could successfully provide a definition along these lines.
- (b) Candidates had to outline one psychometric test used in screening processes. Many candidates simply mentioned an IQ test, and this may be used, although probably very rarely. Depending on the nature of the job more likely are cognitive ability tests; mechanical ability tests; motor and sensory ability tests; job skills and knowledge tests and personality tests.
- (c) This asked for two problems with using psychometric tests and most candidates had little difficulty providing adequate answers.

**Question 18**

- (a) This asked for an explanation of the term group decision-making. Most candidates were able to do this successfully by suggesting that it concerned decisions made by two or more individuals engaged in social interaction to achieve some goal.
- (b) This asked for a description of one way in which group decision-making can go wrong. The most common answers involved Groupthink: a syndrome characterised by a concurrence-seeking tendency that overrides the ability of a cohesive group to make critical decisions; and group polarisation which involves groups making decisions that are more extreme than those made by individuals. Group conflict can be managed in many ways, with more able candidates referring to psychological strategies, others merely guessing.

**Section B**

**Question 19**

- (a) This asked candidates to describe what psychologists have discovered about the quality of working life. QWL involves all aspects of life at work and so answers could therefore focus on any aspect of organisational psychology. Most candidates looked at job satisfaction but some merely listed common-sense features.
- (b) Marks for evaluation spread across the mark range, answers largely being determined by the quality of information presented in (a).
- (c) Required suggestions of how job satisfaction could be increased. Whilst a few candidates related psychological concepts and terminology, most used anecdotal evidence stating that job satisfaction can be improved by giving workers more money and more time off.

**Question 20**

- (a)(b) Most candidates chose to answer this question on leadership and management rather than **Question 19**, and many candidates wrote excellent answers covering a range of appropriate theories including Universalist theories; Behavioural theories and Contingency theories of leadership, such as that of Fiedler. Candidates should be mindful not to write too much for question (a) at the expense of question (b) as happened in many cases with this question. Part (b) carries more marks than (a).
- (c) This part posed the hypothetical situation of asking candidates to imagine owning a company and to suggest the features they would look for when choosing a manager. Candidates are reminded that answers must be psychological as many were not in response to this question.