



# **MARKSCHEME**

**May 2001**

**PSYCHOLOGY**

**Standard Level**

**Paper 2**

**Biological bases of behaviour**

1. (a) **Describe *one* invasive and *one* non-invasive method of investigating brain functions.**

**[13 marks]**

Candidates may choose one of the formal methods of invasive investigations which could include the use of surgery, the use of radio active substances, electroconvulsive treatment, single cell recording, or any method in which the brain is subjected to interference. Examiners should also accept answers that include accidents to the head where the brain is subsequently investigated (*e.g.* Phineas Gage or injured casualties in war).

There are several non-invasive methods including electro-encephalography, (EEG), and magneto-encephalography, (MEG). Whatever method is described in this section, it should not involve an invasive treatment. Examiners should ensure that the technique used is clearly described, including the objective of the particular technique.

Given the clarity of this question, material which occurs in the subsection above where it could not earn marks, should not be exported to another section where it could earn marks. In order to obtain high marks, the descriptions presented should be both clear and detailed.

- (b) **Consider the effectiveness of each of the two methods that you have selected in comparison to alternative methods of investigating brain functions.**

**[12 marks]**

In this case the candidate may choose any specific methods for comparison. For example EEG is a rather coarse technique compared to single cell recording techniques or the more sophisticated MEG, but both could be argued to be effective according to the use to which they are put. In order to gain a high mark the answer should deal with ‘effectiveness’ in a competent and thorough way. If non-human animal studies are used these should also be given credit on their merit.

**2. (a) Outline *one* theory of the phenomenon of hypnosis. [6 marks]**

This section is about theory. Candidates should choose one of the two main theories of hypnosis, state or non-state, and these should be clearly described. It is not necessary for a study of hypnosis in action to be used in this subsection, and if it does occur here it should not be given credit.

**(b) Describe *one* psychological study where hypnosis is used. [6 marks]**

It is in this section that the application is required and whilst most candidates are likely to use a laboratory based study, studies that are based on hypnotism on the stage of a theatre can be accepted provided that they are clearly part of a psychological study, and not a lay description of a theatrical entertainment. Other studies may include those used within a medical setting, including child birth or dentistry or some types of medical operations, but the psychological aspect should be made explicit.

**(c) To what extent does the theory that you outlined in (a) above help to explain the behaviour of people who claim to have been hypnotised? [13 marks]**

Candidates should make a judgement in this section. In effect they are evaluating the theory that they chose in (a) above, and its effectiveness for people under hypnosis. Candidates are able to pass their own judgement in their conclusions of this theory, but they should show competence in their analysis in order to earn high marks. No marks should be awarded in this section if the candidate chooses a different theory from the one used in section (a).

Examiners should take particular note of the way in which marks are allocated for each of the three parts of this question.

3. (a) Describe *one* study where physiological processes are used to explain emotion, and *one* where psychological processes are used.

[12 marks]

A knowledge of the endocrine system and its relationship to whole nervous system could be useful in answering this section, but it should be offered within the context of a physiological study. (*e.g.* James-Lange, Cannon and Bard). The inclusion of psychological explanations should not receive credit here. The description should refer to physiological factors and the associated emotions.

The social context in which emotion is experienced is one well known explanation, offered by Schacter and Singer, and endorsed by later researchers (*e.g.* Dutton). Candidates should make it clear that the study they choose here is psychological rather than physiological. They do not need to make comments at this stage on the potential difficulties of separating out these two factors, neither should they be given credit in this section if they do offer such evaluative judgements.

Note that in each of the studies described, the emphasis should be on explanation.

- (b) Evaluate each of the studies used above.

[13 marks]

This is the section in which critical analysis of the competing claims of physiologically based, and psychologically based interpretations need to be explored. Candidates should offer evaluation on the two studies that they have selected in (a) above, and they may do so by reference to other studies or associated theories. Examiners should be particularly careful not to credit the same material twice in this question. A mere restatement of descriptive material should not receive credit.

**Comparative psychology**

**4. (a) Using research studies explain the processes of imprinting.**

**[13 marks]**

Candidates are required to give a reasoned case for the phenomenon of imprinting. Imprinting may be regarded as an innate tendency which requires an appropriate stimulus from the environment for a specific learning process to occur *e.g.* the imprinting of mallard chicks on to their parents by vocalisation whilst still in the egg, imprinting by smell in sheep and deer, or by touch in shrews.

The chosen studies should be clearly described and include reference to the process which is involved. Imprinting is by no means 100% successful in nature and some animals fail to imprint. In mallards this can lead to difficulty in mature males which have failed to imprint on to their siblings and in adulthood cannot recognise females of their species.

**(b) To what extent is imprinting a learning process?**

**[12 marks]**

There is no general agreement concerning the contribution of innate disposition compared to environmental influence for imprinting. What candidates are required to do is to examine or critically analyse relevant studies or theories of imprinting, and then to make a judgement on the extent to which learning is involved. Recent studies and theories both build on the classical studies by Hubel and Weisel on the development of visual systems in cats. Imprinting has a cascade effect in which the neural pathways are strengthened in response to their use, whilst other potential pathways atrophy. This is a sophisticated interpretation and other relevant explanations may be used.

5. (a) **Outline the features that differentiate language from other forms of communication.**

**[6 marks]**

Candidates will need to define language in order to differentiate it from other forms of communication (*e.g.* Hockett). A relevant definition should then be tested against other forms of communication to judge its effectiveness. Providing that there are several criteria within the definition it will be possible to reason that while non-human animals can attain one or more of the criteria for language, they do not attain them all. Language and communication should not be accepted as synonymous with each other.

- (b) **Describe *one* psychological study where an attempt has been made to teach language to non-human animals.**

**[6 marks]**

Studies on non-human primates, dolphins or on parrots are readily available in the literature and candidates may have difficulty in restraining themselves to one study. In this case it is important that only one study is credited by examiners. Higher marks should be given where the candidate describes in detail the process of teaching and the results that ensue.

- (c) **Evaluate the attempt to teach language to non-human animals that you described in (b).**

**[13 marks]**

Evaluation may focus on the process or on the quality of the language that is attained. Several researchers have been biased in their disposition towards what could have been fairly neutral results. If the results are not justified because the process of teaching was faulty then the candidate should identify this important factor. Candidates should be able to offer two or three criticisms in this field, and may include the debate on whether such attempts to teach language should continue. Examiners should note that evaluation should be of the study used in subsection (b).

6. (a) **Using research studies that focus on courtship, explain why such behaviour occurs in many non-human species.**

*[13 marks]*

Candidates should explain why the phenomenon of courtship occurs in many non-human animals not by choosing a specific species but by consideration of this behaviour in general. Without using sentiment, courtship may be regarded as a testing time for several species in which the relative fitness (in reproductive terms) of specific individuals is assessed by others. Although it is usually males that initiate courting much of the reason for courtship behaviour is determined by females. In a few species courtship is initiated by females. Courtship is also a time where qualities of resource provisioning or defence or commitment are assessed.

Many studies are available as examples, particularly amongst birds such as peacocks, grouse or bower birds. But several mammal courtship patterns have been the subject of study, especially those of primates, lions or deer. It is the courtship behaviour that candidates need to address in this section, e.g. the ability of the male bird to bring food for his potential mate, his nest building abilities, or his determination in guarding his territory and driving off intruders. Candidates may also receive credit by citing relevant laboratory based research.

- (b) **Discuss the importance of courtship behaviour on future parenting behaviour in non-human animals.**

*[12 marks]*

In this section the candidate needs to link the quality of courtship behaviour to that of parenting later. Where little is demanded of the male in courtship, then his parenting role could be small or non-existent. A protracted courtship could result in lifelong parenting. Several examples could be used, but it is the importance of courtship that needs to be examined. Without courtship it might always be the female that acted solely as the parent. Candidates may well use findings based on studies by workers such as Alcock, Zahavi, Krebs or Tinbergen.

## **Delinquency and crime**

7. **“People are biological as well as social beings, but many psychologists resist the idea that crime might be related to biological inheritance”**

**To what extent may this statement be justified?**

***[25 marks]***

This question should elicit statements in support of both sides of the environmental and biological debate. Answers that are restricted to just one of these sides should be limited to a maximum of ***[13 marks]***.

In judging criminality, the proportion that may be explained through innate factors is probably rather modest. It is also likely to be indirect and not equally applicable to all types of deviancy or across all cultures. The evidence drawn from different cultures which compares MZ and DZ twins for criminal tendencies does not lead to a clear cut conclusion, since they are often contradictory and some studies were criticised for the unsatisfactory nature in which zygosity was claimed. (Dalgaard and Kringlen). Much of the work on twins and adoption studies was conducted in Scandinavian countries and subsequent examinations of the methodology used found that insufficient account was taken of important factors. For example, some mothers, whose children were used for later biological studies, endured a very low standard of living conditions, experienced much stress during pregnancy and had poor prenatal care, any of which could have made a significant contribution to later stress and criminal behaviour.

There has also been a failure to confirm earlier speculation that XXY chromosome males are more prone to criminal behaviour, and although some general text books overstate their case for chromosome abnormalities being closely linked with criminal behaviour, it appears to be no longer held amongst academic and criminal psychologists. There is much better access to familial and social determinants of criminality, including Farrington and West, McCord, Snyder and Patterson and Bandura and Walters. These authors each present a good case for how social and familial effects on crime become a determining factor.



**8. Account for variations in the incidence of criminal and delinquent behaviour according to**

**(a) gender**

*[12 marks]*

Candidates should have some idea that male crime is significantly higher than female crime. For example, in the US (1989) the ratio was 3.1 more for males than females for property crime and 7.7 more for violent crime. Several reasons may be advanced, including the notion that this gap may not be so large as it seems. In recording crime, male police officers tend to be more chivalrous towards females and this may reflect a bias in recording crime. Females are often under greater parental control than males, and there may be a greater biological predisposition to crime among males. The differences are not clear cut and there are noted increases for both males and females in drug and alcohol related crime in the UK and US (Canter). A longitudinal study (Simon and Baxter, 1989) of 31 countries showed an increase in female offending for some crimes such as property, theft, forgery and fraud.

**(b) socio-economic status**

*[13 marks]*

For part (b) of the question there are many more studies available in general texts. They may include reference to such factors as the least socialised children and adolescents being most prone to delinquent behaviour, accompanied by hostile, unempathetic, withdrawn behaviour. Socio-economic factors also extend to low intelligence and achievement, poor mental health and withdrawn behaviour. These factors have been identified on Megargee's MMPI-based criminal classification table developed in Florida with young males. Candidates may also make good use of the DSM categories for this part of the question, since this also refers to females as well as males. These well known systems are useful since candidates can understand that behaviour such as kleptomania or pyromania are forms of assertion that occur as a result of deficiencies in social skills.

Examiners should not award marks for material that is not relevant to gender in part (a) or to socio-economic status in part (b).

**9. Examine the processes involved in learning criminal behaviour.**

***[25 marks]***

The directive ‘examine’ means that “candidates should take a critical look at, or present their own analysis of the particular issue raised”. Very few marks should be awarded to candidates who give a list of criminal behaviours without relating these to learning theories.

Relevant learning theories could include those of Pavlov, Skinner and the SLT work of Bandura. The last of these is increasingly being interpreted as an example of cognitive behaviourism and bridges the gap between the behaviourist approach to learning and that of the cognitive perspective. Exponents of the latter, in this case, could include Piaget’s and Kohlberg’s studies on moral development and learning and how some individuals do not appear sufficient insights to develop a normal standard of moral behaviour. Failure of socialisation is also implicated in the preference of delinquents to favour action that results in immediate but illegitimate reward rather than delay gratification. (Mischel et al). Such behaviour often arises through modelling within family or peers.

Some candidates may be aware of the original work by Sutherland in which his differential theory analyses the ways in which criminal traditions are learned. His nine propositions include the notions that criminal behaviour is learned through social interaction, within intimate groups, and because the individual comes to understand that the rewards for violating the law, or accepted moral code, outweigh those of behaving within the law or moral code. In the more recent terminology of Hirschi and Gottfredson, crime results from the unrestrained human tendency to seek pleasure and avoid pain.

## Dysfunctional behaviour

10. **With reference to psychological research and theory, discuss limitations in applying the terms normal and abnormal when attempting to identify those individuals whose behaviour may be considered dysfunctional.**

[25 marks]

As this question begins by highlighting the requirement to refer to psychological research and theory, the focus of an answer should be substantiated discussion of the limitations of the use of the terms normal and abnormal. Thus essays merely identifying factors/issues but without reference to theory or research should attract a maximum of [13 marks].

Relevant material could include consideration of the variety of ways in which each has been defined - statistical frequency, social deviation, mental healthiness, violation of moral standards, personal distress and suffering, *etc.* - and refer to practical implications such as problems in classification and diagnosis, and to ethical implications such as the negative consequences of being labelled abnormal. The work of Szasz, Clare, Heather, Goffman, Rosenhan and Seligman could all be included, with more thoughtful answers suggesting why identifying dysfunctional behaviours is preferable to labelling the person.

11. (a) **Outline the assumptions underpinning cognitive therapies.**

[10 marks]

An outline of the assumptions regarding normal behaviour will clearly identify those regarding abnormality, *i.e.* effective functioning and rational cognitive thought processes which are used to accurately perceive the world and control behaviour. Thus unrealistic, distorted or irrational understanding and thoughts about the self and others, or the environment will affect behaviours. Cognitive therapies aim to restructure maladaptive thought processes and thus maladaptive behaviours.

- (b) **Describe and evaluate both the therapeutic and cultural biases related to this approach. Compare this form of therapy to an alternative one.**

[15 marks]

Candidates will probably be familiar with some or all of: Beck's Cognitive Restructuring Therapy, Ellis's REBT, Meichenbaum's self-instructional training, and Kelly's PCT. Therapeutic biases may include, for instance, the question arising from focusing on cognitions – is the rule of other factors *e.g.* emotion, underestimated? Evaluation may be made in terms of both effectiveness and appropriateness. Cultural biases arising from the use of cognitive therapies may be related, for instance, to their semi-directive nature being more acceptable in some types of culture than others.

Award a maximum of [7 marks] for part (b) answers mainly describing cultural and therapeutic biases. Answers omitting reference to an alternative form of therapy (behavioural, psychoanalytic or humanistic) should receive a maximum of [9 marks] for part (b).

**12. Compare *two* contrasting aetiologies/etiologies for *one* dysfunctional disorder.**

***[25 marks]***

A straightforward question, this requires the candidate to present both similarities and differences between two contrasting aetiologies for one disorder. Thus a choice may be made from biomedical, psychological (cognitive, learning theory and psychoanalytic), and environmental therapies for a selected disorder. A description of each explanation should be accompanied by evaluation in terms of its strengths and limitations, making particular reference to supporting (or the lack of) empirical research. Similarities and differences may be dealt with concurrently or sequentially.

A variety of responses may be offered but those providing description only should attract a maximum of ***[13 marks]***. Award marks in the highest bands for essays appropriately evaluating in terms of both similarities and differences.

**The psychology of gender**

- 13. Comment upon changes in psychological research which compares cognitive differences between women and men.**

***[25 marks]***

This question asks for a discussion of psychological research comparing cognitive differences between women and men, so is asking for the candidate's opinions supported by research evidence and sound argument. Thus answers should be research led, although stronger essays may consider the implications, and question the origins of reported differences.

'Cognitive differences' in this question implies that men and women may think and reason differently and have different cognitive areas in which they excel. Answers require firstly a description of research in this area, and secondly its evaluation. Many candidates will be familiar with, and describe Maccoby and Jacklin's (1974) publication. However, more recent studies have helped to recognise changing patterns of gendered effects, and suggest trends in differences appear to be growing smaller. Such changes question the origins of cognitive differences and the extent to which they are biologically or socially constructed.

Stronger answers may allude to alpha and beta bias in research, and their implications for findings in this area.

Award a maximum of ***[12 marks]*** for answers omitting research evidence.

14. **“Gender role learning is the outcome of the accumulating learning experiences that the individual has in a particular social environment.”**

- (a) **Describe the main principles of gender acquisition from this approach. From your understanding of learning approaches to explanations of gender role acquisition, support *or* refute this statement.**

**[15 marks]**

Having identified the approach as SLT, and named leading researchers (Bandura, Mischel and Parry and Bussey) candidates should be able to offer appropriate learning principles: Gender identity/behaviour is learned through observation, imitation and behaviour shaping. Behaviour acceptable in a particular social group is learned through observation of role models (parents, peers, and the media) but performance of appropriate behaviours depends on reinforcement from society.

Evidence from *e.g.* Fagot (1978), Condry and Condry (1976), Weinbera et al (1979), Smith and Lloyd, *etc.* may be offered in support of this approach, with Maccoby and Jacklin’s claims of mixed evidence for imitation, and biologically determined arguments and evidence (Money and Ehrhardt, and animal studies *etc.*) produced to challenge the approach.

Answers must be related to the opening statement in the question, to merit marks.

- (b) **Evaluate this statement in relation to cross-cultural research.**

**[10 marks]**

Evaluation of the SLT explanation for gender acquisition may be made using cross-cultural evidence to challenge biologically determined assumptions about its origin. Other cultures allow a greater variety of gender expression *e.g.* Mead (but must be **evaluated**), the Batista family (Imperato), the Crow Indians Beardach, the Sakalams of Madagascar, *etc.*

However, the persistence of trends in behaviours associated with being masculine or feminine which appear almost universally does require discussion, and therefore an evaluation of the SLT approach.

**15. To what extent do gender differences in sexual behaviour vary during adolescence, adulthood and senescence?**

***[25 marks]***

Asking ‘to what extent’ implies a debate of some kind requiring a consideration of opposing views, in order to arrive at an informed conclusion. In this question candidates are required to provide evidence (from psychological theory and/or research) to support or to challenge the claim that gendered differences exist in sexual behaviour patterns from adolescence onwards. Answers lacking in evidence can only achieve should be awarded marks in the lowest bands. Examples of differences should be drawn from the three age bands, and should be used to provide a structured argument either supporting or refuting the suggestion that gender influences choice and type of sexual behaviour.

In the best answers the issue of the origin of differences may be related to arguments concerning the biological determination of behaviours, in comparison with explanations supporting social/environmental determinants. Stronger answers may well look at explanations for the role of stereotypes in the formation and perpetuation of gendered differences in sexual behaviours.

(Award a maximum of ***[13 marks]*** for answers which do not incorporate psychological evidence to substantiate argument.)

## Intelligence and personality

16. **Examine the research evidence that shows that both environmental and genetic factors contribute to the development of intelligence.**

**[25 marks]**

The question asks the candidate to refer to specific studies that engage the nature-nurture debate in relation to the development of intelligence. Answers centred around the use of IQ testing are not relevant and should not get credit. The interactive element should be clearly understood rather than taking sides in favour of either variable. A critical analysis of this topic may include the discussion of the controversy elicited by Burt and Jensen who highlighted the contribution of heredity and the active contribution of Kamin (1974) in contradicting their findings. Discussion of twin and adoption studies are clearly relevant. This question lends itself to methodological criticism. High marks should be awarded for the clear identification of issues focusing on the issue to the interaction between genetic and environmental factors.

17. (a) **Describe and evaluate *one* idiographic theory of personality.**

**[15 marks]**

A clear understanding of the term ‘ideographic’ could be made explicit (a theory that focuses on the individual and its uniqueness) or embedded within an appropriately chosen theory to describe.

Only **one** theory should be described and evaluated but other theories can be included when evaluating the theory presented. The ideographic theory that could be included should be evaluated and not simply described. Allport, Murray and other well known theorists (such as the humanists) could be chosen. The value of attempting to understand the uniqueness of individuals could be highlighted.

- (b) **What are the limitations of the idiographic approach?**

**[10 marks]**

Criticisms regarding the difficulties in generalising results of the indepth study of individuals may be one area of criticism.

Be flexible about the inclusion of limitations in the first part of the question but candidates should demonstrate awareness of the limitations of the ideographic approach as part (b) requests.

Candidates who describe the theory without including criticism should not receive more than **[13 marks]** in total.



**18. Discuss the factors that influence performance in tests of intelligence *or* personality.**

*[25 marks]*

Choosing either personality **or** intelligence, factors that influence performance could include the recognition that the cultural context in which the person is embedded affects the performance of the individual, since an ‘intelligent’ or ‘normal’ action in one culture would not be considered so in another. Cultural bias in the construction and application of intelligence tests would be relevant in discussing the issues since the lack of content validity may lead to anxiety and poor test performance for members of minority groups. Familiarity with testing, context and motivation may also be important factors affecting performance.

Similar arguments could be made regarding personality tests. The work of Sternberg (1984) and methodological criticisms of ‘validity’ could lead to coherent arguments.

Assign marks in the higher bands to candidates who present focused arguments. Accept general arguments about performance in general but the specific topic chosen (intelligence or personality) should be developed independent of the other.

Theory and research are expected for a competent handling of the question.

**Life span psychology**

**19. Examine the interplay of genetic and environmental influences during prenatal development.**

**[25 marks]**

A solid understanding of the issues involved in prenatal development would include the awareness of the intrinsic interaction between the two factors. Neither heredity nor environment exist separately. Both interact in an inseparable manner. The problems discussed may include chromosomal and biochemical disorders from a genetic viewpoint. Phenylketonuria (PKU), a devastating condition that may lead to mental retardation if phenylalanine is not eliminated from the baby's diet, illustrates such an intrinsic relationship. A genetic predisposition may be modified by environmental intervention. Other examples may be included to highlight the relationship, *e.g.* diabetes in the mother and the environmental interventions required.

Variations in levels of functioning in Down Syndrome related to the recognition that environmental stimulation may affect the levels of functioning of the affected individual. (The effects of factors related to timing and genetic susceptibility may also be included.)

Environmental factors discussed should not lead to a simple diatribe regarding the dangers of drugs and alcohol. Such discussion should be backed up by research findings (Clarren and Smith). Social considerations such as diet restrictions or nutritional factors related to poverty and stress (Stechler and Halton) are also relevant. Teratogens can be related to toxins in the environment and in the workplace or as a result of war (a high incidence of deformities in Vietnamese babies which were born deformed from the use of chemicals).

The focus of this question is on the interplay between genetic and environmental factors but a variety of approaches may be allowed. Discussion of issues in a separate manner would be appropriate as long as the *interaction* between both factors is clearly recognised. This question lends itself to discussion of ethical and methodological criticisms which would contribute to the quality of the answer.

Award marks in the higher bands to candidates who recognise and illustrate the interplay between genetic and environmental factors and include appropriate evaluative comments. A maximum of **[12 marks]** should be awarded to essays that are mostly descriptive.

**20. (a) How do adolescents develop a sense of identity? [13 marks]**

Transitional changes are seen by the life span approach as related to both internal as well as external factors. Social class and cohorts, gender, ethnicity and historical and cultural factors contribute to an understanding of how the adolescent sees herself. Contemporary theories (Steinberg, 1996) describe identity as a psychosocial concern.

Weaker candidates are likely to simply describe Erikson's predetermined sequence. Erikson's description may only partially account for the above factors and a simple description of his theories to answer this question would not be sufficient and would obtain no more than **[5 marks]** for part (a) of the question. A brief outline of the issues may be supplemented by theoretical considerations (Bandura, Offer).

**(b) Critically review research findings to support your answer. [12 marks]**

Recent research of a cross-cultural nature (such as Offer's) criticises the 'clinically' based theories of adolescent identity development. Gender research highlights the different paths followed by boys and girls in relationship to self esteem (Gilligan), for instance.

Awareness of the role of the media as well as of the *multiplicity* of concerns that affect patterns of adolescent identity (Coleman, Kroger) would be required to obtain high marks. Cross-cultural limitations and methodological biases could be considered in the critical research review.

**21. To what extent are psychological theories of adulthood sensitive to cultural differences? Contrast two specific theories. [25 marks]**

Any two or more theories may be contrasted focusing specifically on their sensitivity to cultural differences. Most likely a general, traditional theory where universal trends are expected (Erikson, Levinson) will be contrasted to another theory which incorporates cultural differences, such as Craig's. Some of the following issues could be considered:

- concepts of cohort or generation
- different expectations for males and females
- the social support provided for the elderly
- attitudes and expectations regarding family kinship issues (extended versus nuclear families)
- continuity versus impact of life events.

Informed examination of available information will be awarded high marks whereas descriptive accounts will not receive more than **[10 marks]**.

**The migrant, tourist and sojourner experience**

22. (a) **How do the experiences of immigrants differ psychologically from those of refugees?**

**[13 marks]**

Part (a) **[13 marks]** of the question is basically descriptive in approach, asking for a psychological distinction between the experiences of refugees and immigrants. In order to do so candidates must be able to define these two categories with precision. Any answer which does not make this distinction clear should be awarded few marks for this part. To gain full marks for part (a) candidates should refer to the migration situation for both and discuss, for example, the motives for going abroad.

- (b) **What is the influence of mental maps and pre-departure expectations for the migrant's success abroad?**

**[12 marks]**

Part (b) **[12 marks]** requires a clear definition of mental maps (and also, to some extent pre-departure expectations). Candidates should make clear that there are occasions when intercultural conflicts arise because cognitive or mental maps are not congruent with reality. The better answers will clearly set forth what pre-departure expectations are and their relationship to mental maps.

23. **Explain the positive and negative psychological effects of tourism for the host community.**

**[25 marks]**

Most candidates will have studied this topic in some depth. Here again, much of the research has been gathered by anthropologists and sociologists in addition to psychologists. A careful exploration of the positive and negative aspects of tourism on the local community should be evident in the candidate's writing. The list of positive and negative psychological effects is a long one but the candidate may have some difficulty ensuring that the effects are indeed psychological. For instance, the suggestion that environmental degradation is an effect is only appropriate for this question if the candidate can state how individuals react psychologically to the degradation. Some critical evaluation of possible psychological effects is expected.

24. **Which cross-cultural communication skills are most important in achieving cultural mediation? How can these skills reduce culture conflict?**

**[25 marks]**

Candidates who select this question must be careful to confine their response to psychological aspects of cross cultural communication. The candidate must offer an informed opinion as to which skills (including, for example, linguistic skills, familiarity, with non-verbal behaviour, sensitivity toward cultural diversity *etc.*) are most important for cultural mediation (after first defining what cultural mediation is). If candidates are unable to support their choices then a maximum of **[10 marks]** is allocated. The second sentence of this question requires candidates to show the linkage between cross cultural communication skills and reduced culture conflict. Candidates should be specific with their suggestions and illustrations, and refer, where possible, to empirical examples.

## Organisational psychology

**25. What is the psychological contract and what is its relevance to organisational psychology?**

**[25 marks]**

In contrast to formal or written contracts, the psychological contract concerns how people think they will be treated and their general expectations of the worker-employer relationship. Such issues as job security, potential for dialogue and influence, personal growth within the organisation, and related matters are important not only for the employee but for the overall organisation as well. In a sense the psychological contract provides an empowered interdependency in which the functional viability of the organisation is dependent on the psychological health of the individual worker. Candidates should clearly state what a psychological contract is and discuss its relevance to organisational psychology. In fact, what distinguishes the best answers from others is the degree to which a candidate can discuss the relevance of the psychological content to organisational psychology. They should imply within their answer that a positive psychological contract, that is, one which practises sound people management policies is the single most important factor contributing to organisational health.

**26. (a) Describe sources of conflict within organisations.**

**[13 marks]**

Part (a) of this question **[13 marks]** is purely descriptive in nature. Candidates may receive high marks for an exploration of various sources of conflict, including interpersonal ones, cultural conflicts, lack of acceptance and/or understanding of organisational policies and objectives, the absence of a clearly articulated mission statement, communication problems, *etc.* Candidates should go into some detail about any of these or appropriate others. Look for a comprehensive approach to part (a) when awarding the highest marks.

**(b) To what extent does negotiation help to resolve such conflict?**

**[12 marks]**

Part (b) of this question invites an evaluative position. An answer which simply describes what negotiation is should receive few marks. There is abundant empirical research in this area which should be alluded to when appropriate. One factor, which well prepared candidates should be able to mention, is that negotiation is contextual; that is, what constitutes negotiation depends on culture, and to a great extent on how it is measured. Candidates should offer a sensitive account of how negotiation involves realignment of positions and the psychological and organisational consequences which follow. Ideally, negotiation, which rises from a confrontational situation, should lead toward organisational co-operation and problem solving. Any answer which oversimplifies the nature of negotiation should receive fewer marks.

**27. How does the structure of organisations vary according to culture?**

***[25 marks]***

Less well-prepared candidates may at first find this an easier option, but it is not. The question is on **structure** and **not** how cultural differences affect organisations in general. There are many prominent examples of how organisational structures vary according to culture. Caution is warranted however. Candidates too often make distorted generalisations about East Asia or ‘collective societies’ without having sufficient empirical support for their assertions. The same is true for Western societies where a great diversity in organisational structure is often overlooked and characterised as a uniform cultural approach (with respect to Asia), when it obviously is not. Award high marks only when such simplifications are omitted. The best answer will show that the structure of organisations reflects cross-cultural variations in how power is construed and shared.

**Social Psychology**

- 28. (a) What is the influence of culture in the construction and interpretation of social reality?**

**[15 marks]**

This two part question asks candidates to discuss culture from a psychological perspective in which culture is seen as the medium through which human behaviour and experience are perceived and acted upon.

For part (a) of the question **[15 marks]** culture and social reality should be defined. It is important for examiners to ascertain whether or not candidates understand how these terms are used by psychologists. The best answers will use examples from theories and research to show the influence of culture in the construction and interpretation of social reality. It might be expected that candidates might borrow examples from related social sciences. Full credit should be given for appropriate entries.

- (b) In your opinion which data collection methods would be most appropriate for investigating the influence of culture and social reality?**

**[10 marks]**

Part (b) **[10 marks]** of the question asks candidates to offer an opinion as to which data collection methods would be most appropriate for conducting an investigation into this topic. There is a wide choice here. The important criterion is how appropriate the methodology is to the investigation. A close fit between the two must be evident for candidates to receive maximum marks in part (b).

- 29. How are impressions formed and maintained? Support your response with references to empirical research.**

**[25 marks]**

The topic of impression formation and management should be very familiar to candidates. Goffman's work is especially well known amongst IB Psychology teachers and a well-constructed essay on his work alone would suffice. Similarly, there are numerous empirical studies from other researchers which have explored the dynamics of impression formation and management. For candidates to receive maximum marks empirical studies should be described with brevity and clarity. There should be sufficient reference to research to support contentions. This essay provides an excellent opportunity for well prepared candidates to write a sound theoretical essay suffused with empirical studies.

- 30. Assess the validity of the claim that groups make more effective decisions than individuals. Include relevant research studies.**

*[25 marks]*

This question asks the candidate to evaluate the effectiveness of group decision making. Contrary to what is generally accepted to be true, groups often reach decisions which are poorly arrived at and which do not reflect consensual opinion. Most general texts include some discussion of conformity, group think, and related conditions. Candidates may support the claim or challenge it. More subtle responses will indicate that group decision making is a complex matter comprising strengths and weaknesses. For full marks candidates should present evidence in both directions and comment on the nuances such varied findings suggest. Candidates should support their response by citing relevant empirical studies. Fewer marks for essays which do not identify psychologists associated with research.

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