



MARKSCHEME

November 2001

PSYCHOLOGY

Standard Level

Paper 2

Biological bases of behaviour

1. Discuss the effect of drugs on the human nervous system and behaviour. [25 marks]

Examiners should be prepared to accept a wide range of answers, but these should be informed as to their effects upon the human nervous system in addition to their more well known effects upon behaviour. Although some candidates may well focus on drugs used in the medical world, equal marks should be given to those who write on recreational or designer drugs, providing this is of equal merit. Examiners should not allow their own predispositions to bias their marking.

Credit should be given for information on the specific effects of designated drugs on the nervous system and behaviour. No drug can be given for medical or recreational reasons, that does not have some undesirable side effects and candidates should be expected to mention these. For example amphetamines are used medically, or by the armed services, to increase alertness or boost confidence and energy levels. Too much of this drug over a lengthy period leads to depression, fatigue, psychosis and dependence. Amphetamines tend to mimic the neurotransmitter acetylcholine (epinephrine), causing an excitatory effect at the synapse with voluntary muscles and a subsequent contraction of the muscle.

A recreational drug such as MDMA (ecstasy) will also impart a feeling of confidence and euphoria, but long term use of this drug has deleterious effects on the brain. Its action is to increase the effects of serotonin by blocking its re-absorption at the synapse.

There are a large variety of drugs in use for different purposes including caffeine, alcohol and nicotine, and examiners should have this in mind when assessing essays. Answers which focus solely on the nervous system **or** behaviour should be given a maximum of **[13 marks]**.

2. (a) **Describe *one* psychological study that deals with dream states in humans, including the major findings of the study.** [13 marks]

There are many studies that could qualify as a response to the first part of this question, but it is important that candidates do give some attention to the major findings. Those who offer description alone should be limited to a maximum of [7 marks] for part (a).

Well known studies could include those of Dement in his discovery of rapid eye movement and its association with dreams, Oswald and his restoration theory of REM sleep and Hobson and McCarley's activation-synthesis theory.

- (b) **Evaluate this same study by referring to other psychological investigations of dream states.** [12 marks]

Answers will need even greater insight into the study selected for part (a). For example the last of the theories mentioned suggests that dreams are meaningless and the result of random brain activity. There is a random firing of cells in the ARAS which then stimulates sensory areas of the brain. The synthesis element of the theory involves the cognitive part of the brain in making sense of the random activity that it receives and the result is the often strange dreams that all of us experience. Against this Foulkes proposes that dreams are meaningful because of the way in which the cognitive system can organise random stimuli by using past experiences as a context in which to place new dream events. Foulkes proposes that our cognitive system reorganises the random stimuli received during REM sleep in order to impose some sort of meaning on them.

Candidates must produce evaluation in order to gain marks for part (b) of the question.

3. To what extent have studies on

(a) single cell

[13 marks]

and

(b) networks of cells

[12 marks]

helped psychologists to understand processes involved in visual perception?

Much of the work involved in cell firing in response to visual stimuli has been credited to the work of Hubel and Wiesel whose studies with cats have informed our understanding of vision in mammals. They found that many single cells only fire in response to specific visual stimuli such as the orientation of vertical or horizontal lines that fell within the visual field. In comparison, the groups or networks of cells that they discovered were able to respond to any stimuli that fell anywhere on their receptive field, and hyper-complex cells need the stimuli to be of a specific length or size in order to fire.

More recent work (Shapley 1995) suggests that there are two processing visual information pathways in operation which they have labelled the “what and where” pathways. The existence of these have been confirmed by PET and MRI imaging. Using information received from groups of cells the “what” pathway is concerned with lines, colour and texture which it identifies at certain points along the pathway, while the “where” pathway locates the object in space. When such pathways are leisioned, patients may be unable to recognise names, colours or faces.

Candidates who answer either part (a) or part (b) alone, should be limited to a maximum of **[13 marks]**. A similar maximum **[13 marks]** should be imposed if candidates merely describe studies of single cells or groups of cells without indicating how they have helped in our understanding of the visual system.

Comparative psychology

4. Explain differences in courtship behaviour among different species of non-human animals.

[25 marks]

Courtship may be described as the behaviour of individual male and female animals of the same species in their assessment of the fitness of each other prior to mating and raising their young. Courtship may take a few minutes or a few months, and the length of courtship is often related to the length of time that mates stay together. Albatross stay together for life whilst three spined sticklebacks stay together for a few minutes.

The length and intensity of courtship is also related to the amount of time and effort that parents must spend in teaching their offspring. Allied to this is the fact that often the female's investment in egg production is extremely limited compared to investment made by the male. Her limited opportunities for insemination by a fit male ensures that she takes time to ensure that her male suitor does come up to her requirements. Her objective is achieved by prolonging the courtship period so that she can test the male in terms of fitness and commitment to her. Many examples are available amongst birds where the male needs to attract a mate by the quality of his song, is expected to bring gifts to the female, to demonstrate his ability to defend his territory and to show some expertise in nest building.

Candidates may also make the point that courtship is affected by the physical displays of the male, and such displays are usually controlled by females. The tail of the peacock, the call of the male frog, the antlers of reindeer or the loudness of the bell bird's call are examples of female control. She will respond to the courtship overtures of the male who demonstrates the display in the most extreme form and when these responses are successful they will result in future offspring who will then share these characteristics.

Candidates who offer description, without explanation, should earn a maximum of *[12 marks]*.

5. Discuss the nature of imprinting in non-human animals.

[25 marks]

Candidates should include some knowledge of the general factors that are common to most forms of imprinting, in addition to using relevant examples that are based upon empirical studies. They should also show an awareness that most of the sensory modalities can be used for imprinting and that some are used in combination.

Imprinting may be described as a special form of learning which occurs during a sensitive period during the development of young animals but is also dependent upon a facilitating environment. The sensitive period may occur at any time from birth until several months after birth, but the length of this period of time may be relatively short, from a few hours to a few days. Once imprinting has taken place it is usually irreversible, but under the controlled conditions of the laboratory studies have indicated that reversal can take place. Such reversals have not been reported by observations of animals in their natural environment.

Several studies can be mentioned including those of Lorenz with geese, Hess with ducks, Harlow with rhesus monkeys, Sluckin with chicks, and Zahavi with goats and sheep. Candidates may also explore the concept of an innate template which Lea claims that male song birds possess. The young practise the song heard briefly from adult males until it matches this template, and may develop local dialects as a result. Informed candidates will also be aware that Guiton, using ducklings, has demonstrated that imprinting is not necessarily permanent as was originally claimed by Lorenz.

Candidates who merely describe incidents of imprinting, no matter how impressive, should be limited to a maximum of **[13 marks]**.

6. Apparent altruistic behaviour occurs in many species of animals.

(a) Examine the costs to the individual animals concerned.

[13 marks]

Candidates should indicate that altruistic behaviour involves sacrificing the reproductive fitness of the individual donor animal to the individual recipient. Additional rewards may be gained by those candidates who show an awareness of different types of imprinting – delayed and reciprocal altruism, and altruism by deception as practised by cuckoos or in other examples of apparently parasitic behaviour. A familiar explanation, the selfish gene theory (Dawkins), claims that the observed altruism is behaviour that ensures that the shared genes of donor and recipient will survive, but that nevertheless the donor has paid a price, often with its own life. Parents pay in terms of reproductive fitness by paying attention to developing young when they might be using such energy to produce more offspring. Sometimes there are observed to be cheats among animals, where the recipient animal does not repay its debt when the appropriate occasion arises, and its relative may lose fitness or die as a result.

(b) Examine the benefits to the individual animals concerned.

[12 marks]

The benefits of altruism may be expressed in terms of survival of the shared genes and that this is what matters ultimately. There are also benefits in reciprocal and delayed altruism as demonstrated by Wilkinson in his study of vampire bats. If food cannot be obtained by one individual during the nightly raid, it can be sustained by regurgitated blood from a successful bat acting as a blood donor. This behaviour is likely to be reciprocated at a later date. Even the apparently parasitic behaviour of cuckoos could have a beneficial effect according to Zahavi, since the bird usually only parasitises the nests of novice parent birds. Although these birds do not raise their own young they do have the opportunity of practising their parental skills on their super-offspring and if they are successful in this activity, the same male and female birds will be even better parents for having had this experience.

If candidates write solely on either (a) or (b), their maximum mark should be as indicated: **[13 marks]** for (a) and **[12 marks]** for (b).

Delinquency and crime

- 7. Describe and evaluate *two* psychological studies which illustrate the influence of parent-child relationships on the development of delinquent behaviour. [25 marks]**

Candidates should analyse how parent-child relationships may explain delinquent and criminal behaviour. Examples relevant to this question include work on disciplinary practices by Patterson, Snyder and Patterson, and Maccoby and Martin. The literature suggests that delinquency is more common where an authoritarian or neglecting style of parental interaction is used. Punishment also tends to be severe but inconsistent. Wilson's studies of boys from a deprived inner city area found that poor maternal supervision was a more important factor than either social handicap or parental criminality in distinguishing delinquents from non delinquents. Other relevant research includes studies on maternal deprivation by Bowlby and Rutter, and Ainsworth's studies on attachment.

The candidate needs to clearly indicate how the chosen studies demonstrate the influence of parent-child relationships on the development of delinquent behaviour, and critically evaluate the evidence. Candidates who only describe two studies can only be awarded a maximum of **[13 marks]**. Candidates who describe and evaluate only one study may only be awarded a maximum of **[13 marks]**.

8. Describe and evaluate social learning theory as it applies to the learning of criminal behaviour.

[25 marks]

In its most basic sense “social learning” emphasises the social context of much human learning. Social learning is broadly applied to a variety of theories which incorporate imitation and modelling to account for criminal behaviour. Bandura is likely to be used as the most important contributor in answering this question. However, it is important that candidates recognise that Bandura himself recognises that social learning by itself is insufficient to explain criminal behaviour. Rather there is an interaction of experiential and physiological factors.

Feldman suggests the acquisition of criminal behaviour is influenced by observational learning, attitude formation and change, social situations and social settings.

Mischel and Mischel, and Bandura suggest that knowledge exerts control over behaviour. Social learning theory asserts that reinforcement contingencies do not only function as shapers of conduct, but that they provide incentives for particular behaviours to occur. People activate and create environments rather than being passive recipients.

Criminal behaviour may also be seen as a failure of socialisation as SLT gives particular emphasis to self-regulation, where socialisation is seen as dependent on the acquisition of self-controlling responses. People do not simply re-enact the observed behaviour of others: they utilise what they have observed according to their goals and the situational demands.

Candidates should offer an explicitly social learning approach. Other approaches should only be used to highlight the limitations of SLT.

Most candidates will offer the importance of imitation and modelling in SLT. For higher marks, candidates will need to demonstrate a clear understanding of the role of cognition and the failure of socialisation, particularly in regard to self-regulatory behaviours.

9. (a) **Provide examples of empirical research which demonstrate the link between socio-economic factors and crime.** [13 marks]

There are many studies which illustrate the link of socio-economic factors and crime. Examples of these include McGarvey *et al*'s study in Denmark, Douglas *et al*'s survey of British crime statistics, West's study of the working class of Cambridge, and Weis' analysis of social class and crime.

Candidates should focus on socio-economic factors; alternative explanations for the incidence of criminal and delinquent behaviour should only receive credit if they are explicitly linked to socio-economic status.

- (b) **To what extent do socio-economic factors explain criminal behaviour?** [12 marks]

A traditional assumption has been that proportionately more people of a lower SES are engaged in criminal activity. While later studies indicate a less robust relationship than previously thought, nonetheless there is a small correlation.

Candidates may point to the interaction of many variables as an explanation *e.g.* Psychological theories link delinquent behaviour to the internalisation of group and family values, which may vary with age, educational background and socio-cultural explanations which assume that unequal distribution of opportunities creates pressure towards illegal behaviour and that poor neighbourhoods foster criminal behaviour.

Dysfunctional behaviour

10. (a) Describe the assumptions made, and techniques implemented by *two contrasting psychological therapies* used for individuals displaying dysfunctional disorders. [12 marks]

This section of the question requires the candidate to display knowledge and understanding of two *contrasting* therapies, *i.e.* therapies derived from two different psychological perspectives. Thus psychoanalytic, behavioural (both OC and CC based), cognitive and humanistic therapies may all be considered. However, as the question asks for therapies, reference to physical or organic treatments would be inappropriate. (Syllabus makes a clear distinction between treatments and therapies.)

A sound answer will include underpinning assumptions about psychological well-being and also dysfunctional behaviours, leading to a description of the resultant techniques used in each approach. Description of techniques only will merit a maximum of [6 marks].

- (b) With reference to psychological research and theory, evaluate the two selected therapies. [13 marks]

Evaluation may be made in terms of the implications, the effectiveness and the appropriateness of both types of therapy, and should include reference to the strengths and the limitations of each. Better quality responses may well include ethical considerations in their appraisal of each therapy.

Award a maximum of [6 marks] in this section to answers dealing only with one therapy, or to those neglecting to include the research and theory required in the question.

11. Compare the biomedical model with *one alternative conception* of ‘mental illness’. [25 marks]

Candidates may offer alternatives from the psychoanalytic, the behavioural, the cognitive and the humanistic approaches. An appropriate answer will probably begin by explaining the biomedical assumption of ‘normal’ behaviour, moving on to identify assumptions about the origins of ‘abnormal’ behaviours. Thus functioning of the brain and CNS is held to be responsible for behaviours, and ‘mental illness’ is viewed in the same way as any other form of illness as resulting from an underlying physical cause – genetic, organic or chemical.

As the question asks for a comparison of two conceptions of ‘mental illness’, each should be described in terms of their underpinning assumptions and subsequent implications for treatment or therapy, similarities and differences providing the necessary evaluation. Models may be described and evaluated sequentially or concurrently.

Answers which simply describe two theories may attract a maximum of [12 marks]. Award marks in the higher bands for those responses appropriately presenting both similarities and differences between the two selected therapies.

12. Discuss practical *and* ethical difficulties and issues arising from the definition and classification of dysfunctional behaviours.

[25 marks]

This question asks for the candidate's opinions concerning two sorts of difficulty associated with the identification of those individuals whose behaviours may be potentially harmful to themselves and/or others. Informed discussion of such problems should be substantiated by sound argument and reference to psychological research and theory. Thus essays providing 'commonsense' responses, offering only unsubstantiated opinion should be awarded only extremely modest marks.

Appropriate material for inclusion may well begin with a brief discussion of 'normal' (or adaptive) behaviours, moving on to an examination of difficulties involved in diagnosis of 'abnormal' or dysfunctional behaviours. Practical problems may include, for example, cultural and transhistorical variation in what is considered to be socially acceptable behaviour, the problems of 'labelling', of associated negative self-image, of the 'self-fulfilling prophecy', *etc.* Reference may be made to practical consequences, *i.e.* treatments. Validity and reliability (for example Beck, Rosenhan, Di Nardo *et al*) could also be important in terms of practical problems. Ethical issues focusing on the consequences of classification may include reference to the arguments of *e.g.* Szasz – given the difficulties of classification, should it be done?

A balanced answer should consider both practical and ethical issues. Award a maximum of **[12 marks]** for essays discussing **either** practical **or** ethical issues. Essays meriting marks in the higher bands will provide a balanced, informed argument and should make reference to both the costs and the benefits of the classification and diagnosis of dysfunctional behaviours.

The psychology of gender

13. Critically consider psychological research which investigates gender differences in sexual behaviour in adolescence and adulthood.

[25 marks]

Candidates are being asked to produce an appraisal of research which investigates differences in sexual behaviour in both adolescence and adulthood. Thus whilst the question is research led, it requires explicit evaluation of relevant material. A variety of studies may be offered which could include some of the following:

Durkin ('86)
Neubauer & Melter ('89)
Buss *et al.* ('90)
Claric ('90) *etc.*

Differences considered could include, for example, the endorsement of male but the constraint of female sexuality; acceptance in many societies of males marrying much younger females but not vice versa, if relevant research is quoted.

Look for a balanced examination of research into both age- (adolescence *and* adulthood) related and gender-related variation, with marks awarded proportionally where only one aspect is considered. A maximum of **[12 marks]** should be awarded for answers omitting evaluation of research, or which offer only 1 or 2 pieces. Responses offering no research should not be credited with marks.

14. Using relevant psychological theory and research, consider the extent to which gender may be viewed as a social construction.

[25 marks]

This is a question focusing on the debate concerning the nature of the origins of gender. It requires the candidate to arrive at a judgement concerning social constructionist arguments, having evaluated relevant theory and research. A variety of responses may be offered, supporting or challenging the view that gender is a social construction, or arguing that it results from an interaction between biologically determined and learned behaviours.

Possible content could come from the following:

- SLT, (effects of socialisation) and relevant studies;
- Cognitive-developmental theory and gender schema theory and relevant studies;
- Biologically determined explanations and relevant studies.

When awarding marks in the high bands, look for an *explicit* relationship between theory and research findings within a clearly debated argument which culminates in an informed conclusion. A maximum of **[12 marks]** may be earned for purely descriptive responses. Award no marks for 'common-sense' responses lacking reference to theory or to research.

15. (a) Outline the psychoanalytic explanation of gender identity. [10 marks]

Candidates are required to present knowledge of the stage of psychosexual development in which Freud claims gender identity is formed. Reference to all of the following is required for **[10 marks]**:

- Resolution of the oedipal conflict in the phallic stage
- Internalisation of same sex parent's behaviours, beliefs *etc.*
- Differential male and female processes.
- Gender identity complete by age 5 or 6.

(b) Critically compare this with the social learning theory explanation. [15 marks]

Requires a *brief* outline of the SLT explanation of gender acquisition, in order to discuss the similarities and differences between the 2 explanations *i.e.* learning of identity and behaviours through observation, imitation, and behaviour shaping, with reference to the importance of modelling, and consequences for the model of performance of socially accepted gender-appropriate behaviours.

Similarities and differences may include, for example:

- Availability and scope of supporting evidence
- Stage / Non-Stage explanation
- Alpha bias in Freud's account
- Determination stance
- Active or passive nature of child
- Both draw on identification, *etc.*

Reference to both similarities *and* differences are required for marks in the high bands, with half marks for inclusion of only one. Award a maximum of **[5 marks]** for a simple description of the SLT explanation with no attempt at comparison.

Intelligence and personality

16. Describe and evaluate *one* method of personality measurement.

[25 marks]

A choice of method is allowed. The description of the chosen method should be followed by evaluation including the advantages and disadvantages involved in such a method of personality measurement. If a theory (not a method of personality measurement) is described it should be awarded a maximum of [5 marks]. Methods could be categorised as objective (MMPI and other personality inventories) or projective (e.g. Rorschach, TAT). Other methods include behavioural assessment, tests and interviews. The candidate must critically evaluate the method presented, e.g. in terms of reliability and validity, etc., in order to achieve marks in the higher bands.

17. Assess research findings that identify environmental factors in the development of intelligence.

[25 marks]

Although it may be somewhat artificial to separate genetic and environmental factors, the question asks for a focus on identifying environmental factors. The proposition that environment affects intelligence is relatively recent, as compared to the geneticist position. Answers may start with definitions of intelligence and environmental influences and discussion of the interaction between the two would be appropriate if included as background information. Discussions of IQ testing as a cultural construct (ambiguity of the term ‘intelligence’, bias in testing) are also appropriate if related to the focus of the question, but not if engaged in as the core answer to this question.

Some of the environmental factors that have been identified and evaluated include:

Nutrition (Meyer & Harris)

Studies of children raised in isolation / deprivation and later exposed to enriched environments.

Influences of ethnic background and cultural interactional style.

Poor schooling and housing (Labov).

Parenting styles and skills (Moore), family size, parental education, socio-economic status of parents and education (Heim, Ceci).

Home environment in adoptive homes: correlational studies exploring the relationship between child and foster parents’ IQ. (Kamin offers plentiful criticism of the dubious findings from the studies that support ‘heritability’).

Among the possible criticisms of the above studies:

Methodological criticism of the studies that mistakenly attribute a cause and effect relationship to correlation.

Difficulties in separating socio-economic from nutritional and health factors.

At least three of the above (or similar) factors should be discussed and evaluated in depth for marks in the higher bands. Award no more than [10 marks] for essays lacking empirical support.

- 18. (a) Outline various factors that may influence performance on tests of intelligence.**

[10 marks]

Performance on intelligence tests may be affected by several factors and the candidate should express the recognition that the cultural context in which the person is immersed affects performance on tests of intelligence, which is cross culturally defined in different ways.

Some other issues involved are:

Motivation, familiarity with testing, reactions to authority figures (especially relevant when minorities are tested by testers from a dominant culture).

An outline simply requires a brief summary so an exhaustive description is not required. Cross-cultural awareness would be relevant in this section of the question.

- (b) Evaluate the use and misuse of intelligence testing.**

[15 marks]

Intelligence testing is used in schools, industry and hospitals and historically, by immigration authorities.

The cultural bias in the construction (content) and application of intelligence tests could lead to poor performance and this issue could tie in to discussions of validity, reliability and standardisation. Theory and research evidence is expected for a competent handling of this section (Labov, Tyler, Gray and Klaus). A historical perspective would be appropriate if included with discussions on the evolution of intelligence testing (from Binet on) as well as its misapplications (Gould).

Assign marks in the upper bands to candidates who demonstrate awareness of the various methodological, ethical and cross-cultural issues involved.

Life span psychology

- 19. Critically evaluate the extent to which attachment in early life may affect later development.**

[25 marks]

There are certainly contrasting viewpoints on the issue of attachment. The candidate may begin by reviewing the basic elements of attachment theory. The Psychoanalytic approach supports the view that early emotional life and the bond between mother and child determines the choice of partner and the quality of emotional life throughout an individual's lifetime. Supporting the view that relates later development to the quality of the early bonds also includes the theorising by Ainsworth, Bowlby and others. Some of the research related to this line of thought may be criticised on methodological grounds (Bowlby's research involved a limited sample of young people found in detention centres during the 40s). Schaffer and Emerson's research questioned the theoretical basis of Bowlby's research and questioned the irreversibility of the process of attachment through ethological studies of children in normal families as well as studies of adopted children. Candidates may also discuss the work of Ainsworth, research with children raised in kibbutz and the work of Weiss, Hazan and Shaver (romantic love and attachment style in relationship to work orientation). Another possible line of exploration could include the studies on phobias and how they relate to attachment. Informed discussion of at least two of the above lines of theory and research would be required for marks in the higher bands. Answers lacking critical evaluation should not obtain more than *[10 marks]*.

20. (a) Examine the social and identity changes experienced by adolescents. [15 marks]

The question focuses on social changes and biological considerations are also appropriate if related to the issue of social changes (*e.g.* considerations about late versus early physical development and their impact on the adolescent social status). The answers may involve, among others, changes and pressures related to family relationships, peer relationships, vocational/educational choices. Candidates should critically review the stage oriented view of adolescence as a “normative” period of storm and stress. Given the prevalence of highly publicised events (school massacres in parts of the USA) dealing with youth violence we might find discrepant outlooks on the extent of adolescent dysfunction and stress from candidates from different parts of the world. It would be highly desirable if candidates who address such issues could identify relevant factors involved in such dysfunction such as lack of clear definition in social roles, changes in family relationships and other such current examinations. However, such factors must be examined from a specifically psychological viewpoint.

From a theoretical point of view some of the following considerations should be included:

- Coleman’s focal theory (changes that occur all at once are more likely to lead to disturbance.);
- Bandura’s exploration of the media’s role in portraying stereotypes of adolescence;
- Gilligan’s exploration of adolescent girls’ difficulties in maintaining self esteem and the ethnic differences found in her research studies;
- Bartholomew’s four category model of adult attachment.

Discussion of Erikson’s theories, if included, should be centred around adolescence and his examination of its function in different cultures. A purely descriptive account of Erikson’s theory without evaluating it should not receive more than **[5 marks]**. Early theorising about deviancy during adolescence was based on a selective “clinical population” found in juvenile psychiatric centres. Candidates may refer to the research of Coleman and Hendry that indicate that the majority of teenagers do not go through discontinuity in development.

- (b) **To what extent are these changes defined by the culture in which the adolescent is immersed.**

[10 marks]

Adolescents' disconnection to parents and values in their culture as it has been previously highlighted seems more typical of Western societies. Awareness of cross-cultural research such as Offer and Offer supports a view of gradual change during adolescence without extreme discontinuity in most of the world.

The role of world communication in exploiting certain images of adolescence may be explored. Informed answers would highlight the role of rituals which help bridge the gap between generations and help define expectations (*e.g.* joining the army, getting a driver's license, graduations, are examples from Western cultures. Ritual male circumcisions or assignment of responsibility for part of the family farm upon reaching a certain age are examples from other social groups).

The key command 'to what extent' must be explicitly addressed for answers to merit the awarding of marks in the higher bands.

21. Compare *two* theories of adulthood.

[25 marks]

The use of the word “compare” in this context means that candidates need to do more than present descriptions of two theories of adulthood. Similarities **and** differences between the two theories should be addressed. Examples which may be explored are the stage theories of Levinson *et al*, and of Gould in contrast to ‘transition’ models, *e.g.* Sheehy. Points of comparison may include whether the theories focus on stages or transitions; the role of crisis; the methods of investigation used to reach their conclusions or any other criteria that allows for presentation of a solid argument. If only descriptive work is presented the answer should receive a maximum of **[12 marks]**. Comprehensiveness would be expected in order to earn higher marks.

The migrant, sojourner and tourist experience.

22. How do psychologists define values and in what ways can values be investigated cross-culturally?

[25 marks]

Most texts offer standard definitions of values. Candidates should have little difficulty explaining one or two. There are, of course, a number of categories for classifying values. Perceptive candidates may remark that not all values are universal and some are culture-specific, making cross-cultural comparisons extremely difficult. There are a number of value surveys that have proven to be useful cross-culturally (Rokeach for example), but there are also newer experimental models and simulations which add to the already existing attitude scales, interviews and unobtrusive observation techniques in widespread use by psychologists. For full marks candidates should discuss these and/or other ways values may be investigated cross-culturally.

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

[13 marks]

Allow for a wide range of intercultural communication problems that may result from NVC being improperly decoded. These problems could include the meaning of smiles and gestures, body postures, gaze, hand movements, clothing, body adornment, cosmetics, *etc.* Specific examples are required in the essay.

(b) In your opinion, which other psychological processes may also contribute to miscommunication?

[12 marks]

In part (b) **[12 marks]** several other processes may also contribute to miscommunication (*e.g.* attribution errors). Award full marks to any reasonably argued psychological process explicitly related to miscommunication. Candidates must include *more than* one process.

24. Explain the positive and negative effects of tourism on the host community. [25 marks]

Highest marks should be allocated to essays which clearly differentiate between positive and negative effects and which are suffused with relevant research studies. Positive effects may include improved communication with other cultures, revival of lost customs and traditions for the sake of tourism, improved infrastructures, newly acquired skills (*e.g.* new languages, Internet technology) *etc.* Examples of the negative effects include disruption of daily life patterns, increased threats to traditional values and mores, value conflicts, increased marginalisation as members of the host culture view themselves as distinctly different from members of advanced industrialised societies, and other similar ramifications. Psychological effects might also include feelings of inferiority, questioning values, generational conflicts as younger members of the host community more easily adopt behaviour patterns of Western tourists, social perception errors and stereotyping of foreigners, as well as others.

Organisational Psychology

25. Good communications within organisations are essential for their effectiveness.

(a) Describe patterns of communication that are beneficial to an organisation. [13 marks]

Candidates may select from a number of different patterns of organisations and as long as these are germane to the question they should be given credit. Some of the more well known studies have been made separately by Bavalas, Leavitt, Baron and Greenberg. These studies have resulted in five main types of communication patterns which are conceptualised as the wheel, circle, all-channel, Y and chains. Candidates should identify these and indicate in this first part of the question how some of these communication patterns are beneficial. For example the wheel pattern helps since not only does information flow to the person in the centre of the wheel, but he or she can perform the task alone. Where the task is complex it is better if the all-channel pattern is used so that the information flows around the network and no one individual becomes saturated with information.

(b) Assess barriers to communication that can be dysfunctional to an organisation. [12 marks]

Using the same initial models above it can be seen that using the all-channel pattern for complex tasks becomes dysfunctional since no one person obtains all of the required information. Similarly, in the complex task area, use of the wheel model means that the central person becomes saturated and ceases to work efficiently. Candidates may also refer to other barriers to communication including laissez-faire leadership or autocratic styles being employed in conditions which are not amenable to them.

Candidates who use just one pattern of communication should be awarded a maximum of [7 marks].

26. Evaluate the impact that cultural factors may have upon organisational structure and behaviour.

[25 marks]

In the sense it is used in this question the word “cultural” may be interpreted in several different ways and still be legitimate. For instance, it could mean cross-cultural, cultural in a historical setting or cultural within the context of an organisation. It is the last of these that is to be addressed in this question.

Candidates need to address both structure and behaviour. If only one of these is used then the maximum mark should be *[13 marks]*.

The most comprehensive work on that of culture in organisations is that of Allcom (1989) who divides the groups that work in organisations as one of homogenised, institutionalised, autocratic or intentional groups. Candidates who use this or an alternative but relevant structure, should be able to evaluate some of the examples that they mention. For example they should endeavour to compare the effect of different structures in relation to leadership, perceived status or group direction.

This approach should then lead naturally into a discussion of organisational behaviour. Again this can be approached in different ways such as the classic sociometric approach by Moreno or Bales where organisational behaviour can be categorised by recording the actions of individual or groups over a selected time span in order to compare their behaviour profiles by graphing their activities. The concept of communication networks would also be valid in this context.

The candidate is required to evaluate the ideas that have been proposed by the authors mentioned above, and any others who are made relevant. Failure to evaluate means that a maximum of *[13 marks]* should be awarded.

27. (a) **Explain how different kinds of conflict may arise in organisations.** *[13 marks]*

Candidates should explain at least two kinds of conflict in some depth, or if they choose to do more, then each of their examples may require less depth. Examples of conflict in organisations could include, as Kerr has noted, phenomena of individual conflict characterised by such factors as absenteeism, deliberate ‘accidents’, rapid turnover of employees, or pilfering and theft. The last of these has been studied by Mars. Candidates who know this work should be able to glean credit from their work on donkeys, wolves, hawks and vultures and the way each of these groups may have a deleterious affect on organisations.

- (b) **How successful are attempts to resolve conflicts?** *[12 marks]*

Resolution of conflict is a task for management, and according to Thomas there are five conflict resolving models – competition, collaboration, avoidance, accommodation, and compromise. Candidates should be able to enlarge on all or some of these. In addition or as an alternative, candidates could consider Hofstede’s concepts of conflict management styles where his four dimensions are power distance, uncertainty avoidance, individualism and collectivism and masculinity-femininity. The individual-collectivism dimension will be well known to some candidates who study cross-cultural issues and can easily contrast some of the UK/USA practices with those of the Phillipines or Singapore. The candidate must take some steps to indicate the extent to which attempts at conflict resolution have been successful.

Social psychology

28. **To what extent does psychological research support the belief that groups often make poor decisions?** *[25 marks]*

Contrary to what is generally accepted to be true, groups often make decisions which are poorly arrived at and which do not reflect consensual opinion. Most general texts include some discussion of conformity, groupthink, 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. Candidates should support their response by citing relevant empirical studies. It is not necessary for the studies to be explained in depth but it is necessary to mention researchers by name and the conclusions reached. Fewer marks should be awarded for essays which do not identify relevant psychologists.

29. (a) How are attitudes defined and measured? [13 marks]

There are many competing definitions of attitudes ranging from a three component model to more complex theories of reasoned action. Problems arise, however, with the general instability of attitudes and the dubious relationship between attitudes and their measurement. Well-prepared candidates may point out how difficult it is to construct instruments or to develop experimental designs which can accurately measure attitudes. Thus, a subtle rendering of the nature of attitudes and how they may be measured is essential to an excellent response.

(b) Provide psychological evidence which suggests that attitudes are not always a good predictor of behaviour. [12 marks]

In the second part of the question [12 marks] the highest marks should be awarded to essays which explore whether there is any real clear linkage between attitudes and predictable behaviour (the existing literature is controversial in this respect). Research studies are required for part (b) and should be described simply and authoritatively.

30. What is social perception and what influence does culture have in the construction and interpretation of social reality? [25 marks]

Well-prepared candidates should be able to include a broad range of related topics and issues. Better essays will discuss perception as a social construct (in addition to its biological mechanisms) dependent upon experiential and environmental factors. These, of course, are mediated through culture. How we interpret the world around us is shaped by the social context from which we view it. Topics including schematic processing, stereotypes, attribution, social cognition, *etc.* are relevant. Candidates should receive high marks for an exploration of these and others, as long as they are integrated into the essay's intercultural mandate. This question asks candidates to discuss culture from a psychological perspective so it is important for examiners to ascertain whether or not candidates understand how these terms are used by psychologists. The best essays will use examples to show the influence of culture in the construction and interpretation of social reality. In addition to psychological theories, examiners might find instances where candidates provide examples from related social sciences. Full credit should be given for appropriate entries.
