

PSYCHOLOGY

Paper 9698/01

Core Studies 1

General comments

As in previous years, the marks achieved by candidates sitting this examination covered the entire range of the mark spectrum. It is a delight to award high marks to the answers of candidates who are prepared for the examination, who clearly show their understanding and who answer the questions directly and concisely. On the other hand, it is frustrating to read the answers of candidates who are reasonably well prepared but who do not follow the rubric or who write too much for **Section A**, or who do not answer the questions set. Examiners want candidates to do well in examinations and each report includes advice on how candidates can improve their examination performance.

As usual, many candidates spent too much time on their **Section A** answers which did not leave enough time to write sufficient answers to the question in **Section B**. To maximise marks the following strategy is suggested. **Section A** has fifteen questions that are worth 60 marks. **Section B** has one essay-type question worth 40 marks. As a rule of thumb 45 minutes should be spent on **Section A** (about 3 minutes per question) and 45 minutes should be spent on **Section B** (with about 10 minutes per question part and 5 minutes reading and thinking time).

Many candidates did not answer the question in **Section B** efficiently. The question on this paper, either **Question 16** or **Question 17**, requires consideration of **one** of the three studies listed, and not all three. The questions need to be answered specifically. If a question asks for findings, for example, marks will only be given for findings and not for details of the procedure. Question **part (c)** wants advantages/strengths and disadvantages/weaknesses related to the one chosen core study. These should be clearly stated. Question **part (d)** requires not only an alternative method or way of gathering data, but it also wants a comment on how the suggestion would affect the results.

Comments on specific questions

Question 1

The study by Loftus and Palmer required a brief description of the sample of participants in experiment 1. Any feature of the sample scored a mark and most candidates mentioned that they were students, that they were from the University of Washington or that there were 45 of them. Question **part (b)** required candidates to give one problem with using a restricted sample of participants and most answers were correct in stating that the restricted sample cannot be generalised to a wider population.

Question 2

Part (a) required candidates to draw a split-style elephant. This task proved to be straight forward for most candidates as all they had to do was recall the drawing as it appeared in the Deregowski article. Many variations from the original were observed ranging from the humorous to the bizarre. For **part (b)** most candidates were able to suggest why most societies do **not** prefer split-style drawings, the most frequent answer being that they prefer, and learn as children, perspective style drawings.

Question 3

Baron-Cohen, Leslie and Frith measured the intelligence levels of the three groups of children by measuring the mental age of the children using 'IQ tests' such as the British picture vocabulary test. For question **part (b)**, which only a minority of candidates answered correctly, Baron-Cohen et. al. measured intelligence to determine whether it was a factor in theory of mind. It was found that it was not, as children with both higher and lower IQ's had theory of mind whereas the autistic children with a 'middle' IQ do not.

Question 4

In response to this question most candidates were able to provide a good description of the procedure, a crucial feature of which was the inclusion of the model's physical and verbal aggression toward the Bobo doll and the fixed pattern that the model followed. Question **part (b)** asked why it is important to standardise the procedure and most candidates were able to state that it is a control, that it makes the procedure more scientific, that it reduces confounding variables making the dependent variable to be more likely to be caused by the independent variable.

Question 5

When Hodges and Tizard interviewed the ex-institutional children and their parents in relation to having a special friend, strangely, most candidates could not provide a correct answer. The study showed that the ex-institutional children tended to say that they did have a special friend, whereas their parents tended to say that they did not have a special friend. Reasons for this, as required by question **part (b)** may be that the children were giving a socially desirable answer, whereas their parents may simply have not known whether the children had a special friend or not.

Question 6

Schachter and Singer's two factor theory of emotion has two factors: arousal (or a physiological component) and cognition (or a psychological component). Most candidates provided a correct answer in response to this question. For **part (b)** they believe that any emotion we experience is the result of a combination of these two factors.

Question 7

In order to study sleep and dreaming, Dement and Kleitman gathered self report data by waking participants with a doorbell and inviting them to recall their dream in a tape recorder. Most candidates correctly identified these aspects to score full marks. For **part (b)** one problem with this self report data is, as many candidates reported, the subjectivity of the data; that the report was a personal opinion and could have been made up by the participant.

Question 8

Many candidates struggled to provide two pieces evidence to support the suggestion that hemispheric de-connection (split brain) is like having two minds in one body. The most likely answers are that objects shown to one side of the brain will not be recalled or accessed by the other side. Specifically images shown to LVF cannot be verbalised. Images shown to RVF can be verbalised but not recognised by the other side.

Question 9

A wide range of answers here, ranging from candidates who answered all question parts correctly to those who answered no part correctly. For **part (a)** one cortical region could be any from: prefrontal, parietal, temporal, occipital and cerebellum, whilst sub-cortical includes: corpus callosum, amygdala, medial (inc hippocampus), thalamus, caudate, putamen and globus pallidus. **Part (b)** asked candidates to outline what was found in any **one** region of the brain. compared to controls, NGRI's: had lower glucose metabolism in prefrontal and parietal areas; had no difference in temporal areas; had less activity in the corpus callosum; had abnormal asymmetry in the amygdala, thalamus and hippocampus; less activity in the left and more activity in the right. The Cingulate, Caudate, Putamen, Globus Pallidus, Midbrain and cerebellum showed no significant differences.

Question 10 (a) asked simply: What is meant by the term 'obedience'? A wide variety of answers were written, but most having the important features that it involves complying to an order given by an authority figure. Question **part (b)** asked candidates to suggest a reason why obedience in society is desirable. Interesting answers were provided but most focused on laws and social order in society.

Question 11

Part (a) required a definition of the term 'diffusion of responsibility'. A significant number of candidates were able to provide an appropriate answer, which is where people perceive responsibility to be shared by those present (and so they are less likely to help). Most candidates answered this question part correctly. For **part (b)** a description of the context (the real-life event) that led to this study was required. Most candidates were able to correctly identify the Kitty Genovese murder in the late 1950's

Question 12

All studies in psychology raise ethical issues. Two possible ethical issues raised in the study by Tajfel on intergroup discrimination included: lack of full informed consent as the study was not on visual judgements. Also, deception as they were not allocated to groups according to their 'dot' estimations or artistic preference. On the positive side the boys were not physically harmed and their confidentiality was maintained.

Question 13

Most candidates were able to provide appropriate answers to both parts of this question. For **part (a)** answers generally focused on the cultural bias in the actual test items, preferable for those who had experience of the USA; also common was that the test items preferred those who could read and/or write. For **part (b)** the most common answer was the immigration restriction acts, particularly that of 1924.

Question 14

Most candidates could provide some form of explanation but very few could provide sufficient accuracy or clarity to achieve maximum marks. In their article Hrabá and Grant suggest: 1. "times may be changing". 2. "30 years ago black children in Lincoln, unlike other cities, would choose black dolls" 3. "The 'black movement' campaign..directed at children" 4. "interracial contact may engender black pride".

Question 15

Thigpen and Cleckley believed that Eve had multiple personality disorder. For **part (a)** the most common piece of evidence quoted by candidates was the 'ambiguous' letter received by Thigpen, followed closely by the 'loss of memory' for events such as her shopping trip. For **part (b)** the most common piece of evidence quoted by candidates that does not support the view that Eve had multiple personality disorder, was the possible deception by Eve; that she was a good actress; followed closely by the similarity of IQ scores and the narrow range of 110 to 104.

Section B**Question 16**

Question **part (a)**: Most candidates were able to describe the procedure that was used in their chosen study whether it be Gardner and Gardner, Rosenhan or Haney, Banks and Zimbardo. Some 90% chose the Haney et al study and description of the procedure was often extensive including every small aspect that was involved in the study. Question **part (b)** simply asked how participants may have been harmed and most candidates could answer this question part with ease for each study. For the Haney et al study the focus was often on the prisoners with any harm to the guards being ignored. Question **part (c)**: Often this question part caused most problems for candidates as the requirement was to consider both the advantages and disadvantages of causing harm. Whereas many disadvantages could be provided, for example it is unethical to deceive. Advantages were sparse. Candidates could have argued that the ends may justify the means, or that harming participants helps to simulate a realistic situation. Question **part (d)**: all candidates made reasonable suggestions for ways in which data could have been gathered differently. On the one hand the more able candidates often provided more detailed explanations of how their suggestions would work, and on the other, there were those who could not develop their suggestion beyond a few sentences or so. Not all candidates went on to consider the effect their suggestion would have on the results, as the question asked.

Question 17

Question **part (a)**: Most candidates were able to describe some of the findings of their chosen study, it be Samuel and Bryant, Freud or Hodges and Tizard. Those choosing Samuel and Bryant were organised in comparison to the more random and often more vague Freud findings. Question **part (b)** produced some good answers, with candidates being able to describe what the study tells us about development, but many candidates struggled to do this. The Freud study for example tells us that children go through various stages and the Samuel and Bryant study also sees children going through stages of development (pre-operational and operational). Question **part (c)** required a consideration of both the advantages and disadvantages of studying development. One advantage is that changes in development over time can be recorded (whole life-span) and one disadvantage is that children cannot communicate their thoughts and feelings clearly. They may become confused and may misinterpret what is required. This is illustrated in the Samuel and Bryant study by asking only one question. Question **part (d)** caused one or two problems for some candidates, but most were able to make appropriate suggestions of a different way of gathering data. As with question 16 it was insufficient to answer only half the question. The other half of the question 'and say what effect this would have on the results of the study' carried 5 marks and so to ignore it was costly.

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Paper 9698/02
Core Studies 2

General comments

Overall the paper differentiated well. There was a full range of marks awarded with some excellent answers and some where the candidate was not aware of the required technique on the essays. A more thorough understanding of the essay mark scheme by some candidates would certainly help to improve attainment.

Time management by some candidates was poor, resulting in some over long answers followed by questions hardly addressed at all as candidates ran out of time. Practice under timed conditions would help with this. In relation to the essays some candidates did not focus on the question sufficiently and wrote general answers without answering the actual question asked e.g. 'Describe how behaviour and experience were measured in each of these studies.'

Individual Questions

Section A

Question 1

- (a) Many candidates were able to give an example of ethnocentric bias from the Deregowski paper for example; the use of unfamiliar materials such as paper and pencil. Other candidates referred to the ethnocentric conclusions drawn which was also worthy of full marks.
- (b) Some candidates referred to the problem of generalising from ethnocentric research whilst others discussed the possibility of discrimination resulting from ethnocentric research.

Question 2

- (a) The majority of candidates referred to the IQ testing used in the Baron-Cohen study as the psychometric measurement used. Only a few candidates wrongly suggested that the Sally Anne test was the psychometric measurement.
- (b) There were many good answers to this question about the problem with psychometric testing including the problems of validity and reductionism.

Question 3

Again this question was answered well with lots of good examples of how the study by Milgram was low in ecological validity including the location, the unusual task and the demand characteristics.

Question 4

- (a) Some candidates struggled with this question whilst others clearly understood that the role of learning was shown in the study through the imitation of the model's behaviour demonstrated by the children.
- (b) Many candidates were able to explain how the imitation demonstrated the role of nurture in aggressive behaviour. Other candidates referred to the differences found between girls and boys, suggesting a possible link to nature.

Question 5

- (a) Good answers referred to the brain activity as the physiological process that was measured.
- (b) The majority of candidates gave good suggestions about how physiological psychology could be considered more scientific including the use of technology, and validity and reliability issues.

Section B

Question 6

In **Part a**, candidates described the samples used well. **Part b** required them to discuss the ethical issues raised when studying people and candidates were able to discuss the various issues including deception, harm etc. Candidates lost marks when they repeated the same issue for each of the studies listed. **Part c** was answered well with good answers exploring the limitations of ethical research.

Question 7

In **Part a**, the focus of the question needed to be on measurement of behaviour and experience in each of the studies. Good answers on this but those which merely described the whole study lost marks. In **Part b**, a variety of problems were discussed including the problems in trying to achieve ecological validity, the problem of demand characteristics, and the problems of finding valid measurements of cognitive processes. **Part c** was a little challenging for some candidates but others made sound suggestions about how to test whether measurements are valid including concurrent validity and the uses of a variety of measurements rather than one.

Question 8

Part a proved to be straight forward for candidates with many good descriptions of how individual differences were investigated in each study. The problems of studying individual differences were wide ranging including problems such as ethics, finding valid measurements, and ethnocentrism. **Part c** of the question, 'why is it important to study individual differences?', was answered well by many who discussed the implications of the studies listed and beyond.

PSYCHOLOGY

Paper 9698/03
Specialist Choices

General comments

For this examination session the 'Centre effect' was more evident than usual. The Centre effect is where most candidates from a Centre perform very well or most perform poorly. In order to be successful in this specialist choices examination, candidates need to demonstrate that they have followed the syllabus, have studied psychology and understood how relevant terms and concepts can be applied. Many candidates do exactly this and they are very successful. However, many candidates appear to be sitting the examination with little preparation, perhaps with the assumption that psychology is all common-sense after all. These candidates are not successful. In order to be successful candidates must have some understanding of two essential components: Firstly, this paper requires candidates to quote specific knowledge from psychological studies. Significant numbers of candidates do nothing more than relate common-sense information that is often only vaguely psychologically informed. This means that marks fail to be gained because candidates do not show examiners that they have studied psychology. The most explicit way to demonstrate that psychology has been studied is to quote the name of the psychologist(s) who conducted a piece of research and to describe what they did. In fact a look at the any question paper reveals that questions frequently ask candidates to "Describe one study..." or "Describe two studies..." which should be answered quoting a piece of appropriate psychological research, along with the name and date of the person doing the research. Adherence to this information would improve performance significantly.

Secondly, candidates tend not to answer **Section B** question **part (b)** appropriately. This question part always begins with 'Evaluate'. This should not be taken as an opportunity to simply add more detail to the question **part (a)**. The term evaluate requires a discussion, a debate, a consideration of advantages and disadvantages, or strengths and weaknesses, to comment on the information that has been presented in **part (a)**. Again, attention to this aspect will improve performance significantly.

Comments on specific questions

Psychology and Education

Question 1

In question **part (a)** candidates gained 2 marks out of 2 for explaining what was meant by the term 'individual differences in educational performance'. Question **part (b)** required one gender difference and most answers stated more general differences such as boys preferring science subjects and girls preferring humanities subjects, and psychology. Question **part (c)** required two explanations for differences in educational performance and many candidates chose to describe either a 'learning environment' explanation or a male/female 'brain wiring' biological difference. Both these explanations were entirely appropriate and received credit.

Question 2

This question on perspectives focused specifically on the behaviourist approach to education. Most candidates were able to provide a good explanation of the term in response to question **part (a)**. For question **part (b)** two applications to education were required. This meant that those describing the original Pavlov study on dogs or Skinner on pigeons did not score many marks as these studies were not specifically applied to education. Many excellent answers considered programmed learning or how disruptive behaviour can be modified. For question **part (c)** appropriate alternative perspectives were often quoted, along with weaknesses of the behaviourist approach such as failure to explain creativity.

Question 3

For **part (a)** most candidates described a range of ways in which educational performance could be assessed. However, most answers consisted of anecdotes of what happens in their own school/college. Many failed to include relevant psychological evidence. A number did focus on examinations whilst others looked at IQ testing. Question **part (b)** often had disappointing evaluation because it is difficult to evaluate anecdotal comment rather than psychological evidence. Question **part (c)** required candidates to imagine they were responsible for education in their country. Many candidates provided interesting answers, varying assessments for different age groups, but largely based on what already is used to assess rather than suggesting a different format altogether.

Question 4

Special educational needs can include giftedness and specific learning and behavioural disabilities, and in this question candidates could focus on either or both. For learning abnormality most candidates wrote about autism, dyslexia (and related difficulties) and ADHD (attention deficit with/without hyperactivity). For giftedness candidates sometimes made the important distinction between being educationally gifted and physically talented. As with many **Section B** answers question **part (a)** was answered in detail and often question **part (b)** was lacking in evaluation often with nothing more than a string of anecdotal assertions. Answers to question **part (c)** were generally disappointing with many candidates simply stating what they would expect teachers to do in common-sense terms rather than basing their answers on psychological theory and evidence. The focus could have been on different types of schooling or more specifically on what is done in class. Powell (2000) lists a number of strategies for children with autism and Selikowitz (1998) lists strategies for overcoming dyslexia.

Psychology and Environment

Question 5

For Question **part (a)** density is the physical conditions of a given space and is not psychological (whereas crowding is). Question **part (b)** required one way in which density can be measured and the two main ways involve varying spatial density: keep number of people same but change space/room size, and to vary social density, to keep space the same but change number of people. Question **part (c)** required description of two animal studies and some candidates mentioned the work of Calhoun on rats but only rarely mentioned were the studies by Dubos (on lemmings) and Christian (on deer).

Question 6

For **part (a)** most candidates provided a poor anecdotal description rather than one based on psychology. Perhaps the best explanation is that by Sears et al (1991) who defines a crowd as people in physical proximity to a common situation or stimulus. Additionally crowds must involve a number of interacting people; need not be face-to-face; need not be assembled in one place; members must influence one another. Brown (1965) lists six types of crowd behaviour: acquisitive, apathetic, expressive/peaceful, baiting crowd, aggressive crowd ('mob psychology') and escaping (panicky and non-panicky) and description of any one of these would have been more than adequate. For **part (c)** two explanations (rather than types) were required. Candidates occasionally referred to Zimbardo, but answers were generally disappointing. Relevant explanations include: Mob Psychology/contagion of Le Bon (1895); Turner's (1974) emergent norm theory; Zimbardo's (1969) deindividuation and Schank and Abelson's (1977) script schemata.

Question 7

This question seemed to attract those who knew nothing about psychology but who experience 'the weather' everyday and so felt qualified to attempt this question. As always this was not a good strategy because this is a psychology exam and candidates must have studied some psychology. Textbooks include ample detail on this topic and reference to the indicative content of the mark scheme always helps. If question **part (a)** is poor, then **part (b)** is worse as evaluation should be based on what is described in **part (a)**. Question **part (c)** looked at the effects of climate and weather on performance and on occasion relevant evidence was quoted here, particularly the work of Pepler (1972) who looked at the effects of air conditioning on examination performance.

Question 8

Many answers followed the pattern of those in **Question 7** and candidates either scored very high with their competent answers or scored very few or no marks as they showed no understanding about the area at all. Answers to question **part (b)** replicated the mark allocation of **part (a)** ranging from very high to no marks being awarded at all. Answers to question **part (c)** were often interesting to read but suggestions were often anecdotal rather than having an underlying psychological base.

Psychology and Health**Question 9**

Part (a) asks for an explanation of the 'misuse of health services' which typically is the extent to which people do not use health services in a usual way and can be over-use, under-use or in the form of 'abnormal' use as in the case of Munchausen's disorder. **Part (b)** asks for two reasons for misuse and Munchausen's Syndrome is one possibility as are those who are hypochondriacs. Another set of reasons are those who under-use and include people who are likely to take a 'wait and see' and only seek advice if the symptoms last longer than expected; those who seek advice only if they think it will do some good, and those who think we 'shouldn't waste their valuable time'. **Part (c)** could include changing physician behaviour e.g. (DiMatteo and DiNicola, 1982) and (Ley et al, (1982) or by educating the public as to what is appropriate, perhaps through a health promotion campaign as many candidates suggested.

Question 10

Question **part (a)**: most candidates were able to provide an explanation for the term 'lifestyle' whether it be psychologically based or not. Question **part (b)** required description of one health belief model. Often candidates did not know one, or chose the Becker and Rosenstock model. Also legitimate would have been Ajzen and Fishbein's (1975) Theory of reasoned action; Ajzen's (1985) Theory of planned behaviour; Weinstein et al's (1998) precaution adoption process model or the Prochaska et al (1992) model. **Part (c)** required two health enhancing behaviours and these generally could be categorised by type as either primary, secondary or tertiary.

Question 11

This was a general question on pain which gave candidates the opportunity to write about their favourite aspects of the area. In question **part (a)** some focused on types (chronic and acute), other on theories (such as pattern theory and gate control theory), some on measures (self reports, MPQ and UAB) and many on managing pain. Evaluation in **part (b)** saw marks awarded across the whole range with some very impressive and thorough evaluation at the top end. **Part (c)** looked at managing chronic pain and here a range of appropriate suggestions were made although some candidates did confuse chronic and acute pain.

Question 12

Most candidates still struggle with this area. It is often assumed that health and safety is no more than mere common sense: It is not. Candidates could usefully look at Theory A: the person approach where accidents are caused by the unsafe behaviour of people and Theory B, the systems approach where accidents are caused by unsafe systems at work as a way to explore this area. Reference to the indicative content of the mark scheme will also help to focus on relevant material for study. Evaluation in **part (b)** was mixed and poorer answers merely re-wrote what was in **part (a)**. Question **part (c)** required candidates to write about the reduction of accidents in the workplace and here again anecdotal answers dominated.

Psychology and Abnormality**Question 13**

Question **part (a)** as always asked for an explanation of terms, and individual differences in abnormality is exactly what it says and most candidates scored maximum marks for this question part. Question **part (b)** asked for one cultural and one gender difference and here quite a wide range of answers were provided. Abnormality does vary from culture to culture. For example, Russia has 51 per 10,000 cases of schizophrenia, Denmark has only 15 per 10,000. There are gender differences such as lupus affecting 90% women in UK. For question **part (c)** some candidates struggled as they did not choose a difference in **part (b)** that could be treated. Most others had little problem in providing an acceptable answer.

Question 14

The term abnormal affect relates to disorders of mood or emotion most typically depression and manic-depression and candidates were able to do this most successfully. Question **part (b)** asked for types of abnormal affect and it was legitimate to distinguish between mania for one and depression for another. For those who went for manic depression a second type could have been seasonal affective disorder. Question **part (c)** required a treatment for abnormal affect and most candidates chose to outline the use of drugs for the treatment of depression or light therapy for seasonal affective disorder.

Question 15

Question **part (a)** could be answered in a number of different ways. One approach could be historical, moving from 'witchcraft' to the founders of modern classification systems such as that by Kraepelin and others. Emphasis could be on development of DSM and ICD classifications. There could be general distinction between neuroses and psychoses to a much more specific breakdown. There could be a focus on approaches: medical, psychological, etc. and within these there could be a consideration of behavioural, psychoanalytic, humanistic, etc. Some **part (b)** answers were excellent where alternative approaches were compared and contrasted and others were disappointing. For **part (c)** any treatment for any abnormality could be included.

Question 16

There were many very good answers in response to this question on abnormal adult development. The most common types to be included were Alzheimer's disease and Pick's disease both of which involve organic degeneration. Answers in question **part (a)** described both of these with both good detail and clear understanding. Question **part (b)** proved difficult for some candidates with many merely re-wording what had been said in **part (a)**. Question **part (c)** answers were wide ranging and not surprisingly so, as there is no specific treatment for organic degeneration.

Psychology and Organisations**Question 17**

Question **part (a)** asked for an explanation of what is meant by the term 'group conflict'. Typically conflict is a behaviour by a person or group that is purposely designed to inhibit the attainment of goals by another person or group. Question **part (b)** asked for ways in which group decision-making can go wrong and here the two most popular ways are groupthink, a syndrome characterised by a concurrence-seeking tendency that overrides the ability of a cohesive group to make critical decisions (Janis, 1965) and group polarisation where groups who make decisions that are more extreme than those made by individuals. Question **part (c)** asked about ways in which conflict can be managed and here various alternatives are possible including encouraging evaluation; promoting open enquiry; use of sub-groups; admitting shortcomings; holding second-chance meetings; not rushing to a quick solution, but any logical suggestion would score marks.

Question 18

By the term communication flow is meant the passage of information between one person or group to another person or group. This is what was required in Question **part (a)** and most candidates were able to do this successfully. Question **part (b)** required a description of two types of communication channel and most candidates chose to describe the 'Leavitt centralised and decentralised networks'. Question **part (c)** asked for one way in which communication flow could be improved and although some candidates merely stated that the message should be clear, others were more informed and referred to Machin's (1980) expectations approach; Marchington's (1987) 'team-briefing' and various employee suggestion systems; grievance systems; open-door policies; participative decision making; corporate hotlines; and brown bag meetings.

Question 19

Questions on quality of working life are generally all-encompassing in that they can include aspects of motivation, work conditions, communications; in fact the overall quality of working life is determined by many of the factors. Most central is job satisfaction: the feelings and attitudes about one's job which has two approaches: the global (overall satisfaction) and the facet (composed of different elements/facets) of the job.

QWL can be measured and more popular (in the United States) are the Minnesota Questionnaire (MSQ) and the Job Descriptive Index (JDI). In Britain, Cooper et al's (1987) Stress Indicator is often used. Answers at the top end of the mark range included many of these whilst those at the bottom end included none of them. The range of marks covered here replicated in question **part (b)**. For **part (c)**, a consideration of how job satisfaction can be measured was required and the more able candidates referred to one or more from the MSQ, JDI or OSI mentioned above whilst others simply suggested that workers could be asked how they felt about their job.

Question 20

This question focused on human resource practices which includes performance appraisal, reward systems and personnel selection. Some candidates had been well prepared and wrote structured answers showing good understanding. Others wrote answers which contained very little psychological theory and/or evidence. Question **part (b)** included relevant evaluation issues from the well-prepared candidates and no evaluation at all from those who knew little about the area. Question **part (c)** required suggestions for ways in which employees could be appraised which led to a range of strategies being suggested, some more scientific including quantifiable measures such as number of units produced in 1 hour and 'soft' including judgements or ratings done by a line manager.