

Mark Scheme for June 2010

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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SECTION A**(a) 6 – AO1****(b) 10 – AO2**

- 1 (a) Describe one type of communication channel used in organisations. [6]**

Most likely answers will focus on either verbal or non-verbal channels of communication. Weaker responses may include research on communication networks and can only be credited in the context of a communication channel.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe what is meant by a one type of communication channel used in organisations. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer considers one type of communication channel used in organisations using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear account of one type of communication channel used in organisations. The answer is detailed, well organised and the candidate clearly understands what they have written.

- (b) Discuss differences between types of communication channels used in organisations. [10]

Most likely answers will include: worker satisfaction and the implications for absenteeism and productivity between verbal and non-verbal channels (Muchinsky 1977), delays in transmission of messages, feedback difficulties and misunderstanding or misinterpretation that can occur as well as issues of convenience and flexibility. The best answers will remain focused on different channels and their differences. Weaker answers will drift into issues and/or networks.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to differences between communication channels used in organisations. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some relevant issues are raised and applied in an appropriate way to the issue of the differences between communication channels used in organisations. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider differences between communication channels used in organisations. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

- 2 (a) Describe one piece of research into the cause of stress at work. [6]

Most likely answers will identify, personality types (Rosenman, 1974), burnout (Byrne, 1993), job insecurity and role ambiguity or work/ home balance and environmental issues. Better answers will clearly identify the psychological basis of the stressor.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe what is meant by one cause of work place stress. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer considers one cause of work place stress. The description is mainly accurate and informed and has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear account of one cause of work place stress from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

2 (b) Discuss the difficulties of investigating stress at work.**[AO2]**

Most likely difficulties include taking into account individual differences and the changing nature of the working environment and acknowledging the difficulty in distinguishing arousal from stress (Seyle, 1946). Identification of personality types may be questioned (Ganster, 1991) as may the difficulty involved in measuring job satisfaction (Roberts and Gillick, 1982).

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the difficulties of investigating work place stress. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some of the difficulties of investigating work place stress are raised. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that consider the difficulties of investigating work place stress. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

SECTION B**Part (a) AO1****3 (a) Describe what psychologists have learned about leadership and management. [10]**

Outline main theories of leadership; leader-centred, great man, trait, behaviourist, universalist; contingency theory, taking account interactions. Leadership styles eg Democratic, Autocratic and Laissez-faire (Lippert and White, 1939). Relationship/task orientated leaders (Michigan studies, Fleishman, 1969). Transactional and transformational leaders (Burns, 1978). Fiedler, Least Preferred Co-worker (1967) studies and Cognitive Resource Theory (1995). Vroom and Yetton Decision model (1973).

Stronger candidates will provide a wider range of psychological evidence that is directly related to the question, weaker candidates will tend towards anecdote with little detail or rationale for their selections.

Concepts and Terminology (AO1)

- | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | Incorrect or inappropriate material is presented. |
| 1 mark | There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent. |
| 2 marks | Appropriate terms and concepts are presented, but there is lack of clarity. Spelling and punctuation are reasonable but there are a number of errors. |
| 3 marks | Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate. |

Evidence (AO1)

- | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | No evidence is presented. |
| 1 mark | Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal. |
| 2 marks | Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail. |
| 3 marks | Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed. |
| 4 marks | Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail. |

Understanding (AO1)

- | | |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. |
| 1 mark | The answer demonstrates some understanding but this is sparse. |
| 2 marks | The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, some expansion of complex points. There is some coherence and a reasonable structure. |
| 3 marks | The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured. |

Total marks for question part (a): [10]

Part (b) AO2**3 (b) Evaluate what psychologists have learned about leadership and management. [16]**

Cultural differences i.e. Mead (1967) on differing preference of leadership style. Validity of questionnaire based research. Ambiguity of results ie Michigan studies. Comparison between near and far leaders in relation to transformational/ transactional leaders (Alimo-Metcalf and Alban Metcalf, 2000). Validity of; Fiedler's LPC, Peters et al (1985); Vroom and Yates Decision model, Vroom and Jago (1978)

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of issues (AO2)

0 marks	No material worthy of credit.
1-2 marks	The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
3-4 marks	The answer covers an appropriate range of issues; the issues are made relevant, explained and elaborated.

Evidence for Issues (AO2)

0 marks	No material worthy of credit.
1-2 marks	Some evidence is identified and an attempt is made to show its relevance to the issues.
3-4 marks	Evidence is appropriately selected to illustrate the issues and commented on effectively.

Analysis (AO2)

0 marks	No material worthy of credit.
1-2 marks	An attempt is made to provide some analysis.
3-4 marks	The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

Argument Structure (AO2)

0 marks	No material worthy of credit.
1-2 marks	The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
3-4 marks	The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

Total marks for question part (b): [16]

Part (c)

- 3 (c) A large airline has been criticised in the newspapers for the way it treats its staff. Using your knowledge of psychology, suggest how the Managing Director could communicate more effectively with the employees. Give reasons for your answer. [8]**

Candidates might include suggestions of reducing overload by streamlining, using gatekeepers or queuing. Improving the clarity of the messages by encoding and decoding. Kanter's KISS (Keep it short and simple) principal could be used. Electronic communications can also improve communications if used appropriately.

Application (AO1/AO2)

- | | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | No suggestions made OR suggestions are made which are inappropriate to the assessment request. |
| 1-2 marks | An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence. |
| 3-4 marks | A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained. |

Application Interpretation: Reasons (AO1/AO2)

- | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | The answer shows very little or no understanding. |
| 1-2 marks | The answer attempts to provide a rationale for the suggested application. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer. |
| 3-4 marks | The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured. |

Total marks for question part (c): [8]

Section B**Part (a) AO1**

- 4 (a) Describe what psychologists have found out about group behaviour in organisations. [10]**

Group decision making strategies and pitfalls e.g. individual vs group decision making, Stoner (1961) Risky shift, (Fraser, 1971) if group members are cautious to start they remain so. Group polarisation. Group think (Janis, 1982), illusion of power, closed mindedness and pressure to conform. Minority views (Moscovici, 1985) will be taken into account if they are confident and constant. Team roles and team building (Belbin, 1993, Furnam, 1997 could find no psychometric evidence for this.) sources and management of group conflict, co-operative vs competitive goals and rewards (Kabanoff 1985, Aronson 1978 Jigsaw, Deutsch 1949 student scores increased when working co-operatively). Problems of interdependence of tasks and role ambiguity. Group identity, Tajfel (1971) and Sherif (1961). Contact hypothesis, bringing together to engage in friendly competition.

Stronger candidates will provide a wider range of psychological evidence that is directly linked about group behaviour in organisations; weaker candidates will tend towards anecdote with little detail.

Concepts and Terminology (AO1)

- | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | Incorrect or inappropriate material is presented. |
| 1 mark | There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent. |
| 2 marks | Appropriate terms and concepts are presented, but there is a lack of clarity. Spelling and punctuation are reasonable but there are a number of errors. |
| 3 marks | Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate. |

Evidence (AO1)

- | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | No evidence is presented. |
| 1 mark | Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal. |
| 2 marks | Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail. |
| 3 marks | Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed. |
| 4 marks | Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail. |

Understanding (AO1)

- | | |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example. |
| 1 mark | The answer demonstrates some understanding but this is sparse. |
| 2 marks | The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, and some expansion of complex points. There is some coherence and a reasonable structure. |
| 3 marks | The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured. |

Total marks for question part (a): [10]

Part (b) AO2

- 4 (b) Evaluate what psychologists have found out about group behaviour in organisations. [16]**

Difficulties may relate to; psychometric testing relating to individuals rather than groups (Furnham, 1997); the cultural setting of research (Tiandis, 1994); conflict can have positive and negative effects (Riggio, 1990). Issues of reductionism, determinism and research methodology may also be raised.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of issues (AO2)

0 marks	No material worthy of credit.
1-2 marks	The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
3-4 marks	The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

Evidence for Issues (AO2)

0 marks	No material worthy of credit.
1-2 marks	Some evidence is identified and an attempt is made to show its relevance to the issues.
3-4 marks	Evidence is appropriately selected to illustrate the issues and commented on effectively.

Analysis (AO2)

0 marks	No material worthy of credit.
1-2 marks	An attempt is made to provide some analysis.
3-4 marks	The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

Argument Structure (AO2)

0 marks	No material worthy of credit.
1-2 marks	The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
3-4 marks	The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

Total marks for question part (b): [16]

Part (c)

- 4 (c) You are a psychologist advising the manager of a sales team. Suggest a team building technique that could be used to improve the team's effectiveness at work. Give reasons for your answer. [8]**

It is likely that candidates will suggest; the balancing of negative influences (Kabanoff, 1985); Co-operative working (Aronson 1978, Deutsch 1949); the awareness of team roles, Belbin 1993); resolving group identities; the use of super-ordinate goals, Stagner and Eflal 1982.

Stronger candidates are more likely to make the psychological rationale for the above techniques clear, whereas weaker candidates will tend towards anecdotal suggestions with few links to psychological principles.

Application (AO1/AO2)

- | | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | No suggestions made OR suggestions are made which are inappropriate to the assessment request. |
| 1-2 marks | An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence. |
| 3-4 marks | A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained. |

Application Interpretation: Reasons (AO1)

- | | |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 marks | The answer shows very little or no understanding. |
| 1-2 marks | The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer. |
| 3-4 marks | The answer gives a clear psychological rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured. |

Total marks for question part (c): [8]

Total question mark: [34] (AO1=14; AO2=20)

TOTAL UNIT MARK: [50] (AO1=20; AO2=30)

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