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FOREWORD

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

PSYCHOLOGY

GCE Advanced Level and GCE Advanced Subsidiary Level

<p>Paper 9698/01 Core Studies 1</p>

General comments

In all examinations candidates achieve marks that are spread across the whole of the available mark range and this examination proved to be no exception. Examiners are delighted to report that on this occasion one candidate achieved a maximum mark of 100 out of 100. This excellent performance demonstrates that Examiners will give credit, using the whole mark range, wherever possible. At the other extreme of the mark range there are always candidates who do not prepare for the examination sufficiently, often being unable to write more than a few words. Such candidates appear not to have read a single core study and they are unlikely to achieve many marks in adopting this strategy. There are those candidates who could have done better, but failed to apply simple principles of examination technique. For example, candidates wrote half a side for **Question 1** and half a side for **Question 2** and so on. After one hour they realised that they were only up to **Question 8** and they were going to run out of time. Examiners can only give credit for what has been written, not what may be written if the candidate had some three hours more. A related problem is that the essay questions in **Section B, Questions 16 and 17**, are treated in the same way as the short answer questions in **Section A**. To state the obvious, one question in **Section A** carries 4 marks. Each part of the essay question carries 10 marks and so the essay question should be allocated some 40 minutes or so and there should be an amount of writing that equates to the marks allocated.

Comments on specific questions

Section A

Question 1

This question required two differences between witnessing a car accident on a videotape in a laboratory (as in the Loftus and Palmer study) and witnessing a real car accident. Most candidates were able to provide appropriate suggestions which included: emotional aspects of a real-life accident; expectation and demand characteristics of a laboratory; limited panorama of a video camera; influencing environmental factors such as the weather.

Question 2

Empirical evidence is that which has some scientific basis and here any of the studies carried out by Hudson would apply. The reports of 'western explorers' such as Robert Laws or Mrs Fraser are not empirical but are anecdotal: they are stories that may or may not be true. For part **(a)** reference to any study by a 'western explorer' received credit. For part **(b)**, one problem is the ethnocentric bias of the 'western' explorer; another is the potential exaggeration of the story of the experience.

Question 3

The majority of candidates were able to answer correctly that autistic children were unable to answer the belief question. The reason for this failure, as required in part **(b)**, is that autistic children have no theory of mind.

Question 4

In relation to Washoe's ability to sign, the term 'differentiation' refers to Washoe being able to make a distinction between two or more objects. Most candidates were able to make a creditable guess at this term. Part **(b)** caused some confusion with a number of candidates being unable to provide an appropriate example. The example used most explicitly in the study is Washoe's initial inability to differentiate between flower and smell, but through training, she was able to make the appropriate distinction. It is worth noting that Washoe is still alive and she can be visited at www.cwu.edu/~cwuchci/main.html.

Question 5

This question asked for details of the Samuel and Bryant study in a slightly different way. Candidates were required to name two of the three types of material used, which were: liquid, plastercine (or Playdoh or clay) and counters. For part **(b)** candidates had to describe briefly the procedure that involved one of these types of materials. A number of candidates appeared to have prepared for a different question and explained the difference between the Piaget original procedure and that used by Samuel and Bryant. Candidates must answer the questions that are set.

Question 6

The study by Hodges and Tizard involved a number of methods. They used interviews, and questionnaires and they used psychometric tests. Each of these methods has a number of strengths (as required in part **(b)**) such as the depth or richness of information gathered by an interview. Some candidates chose the 'longitudinal method' and this also received credit.

Question 7

This question on the sleep and dreaming study asked, in part **(a)**, how Dement and Kleitman tested the theory that dreaming was more likely to occur in REM sleep. In effect, a brief description of what they did (the procedure) was required. Most candidates were able to do this without too much difficulty. Part **(b)** required candidates to think beyond the study and to consider the effect of making the setting more ecologically valid. Again, most candidates were able to provide an appropriate answer. Notably, the setting should have little effect as the pattern of REM sleep and dreaming is consistent.

Question 8

In the Sperry study, a split brain is where the two hemispheres are surgically divided by cutting the commissural fibres. One problem when making generalisations from studies of people with split brains to normal people is that those with a split brain had the procedure done to relieve their epilepsy. This means that they may not have been 'normal' originally. Other appropriate answers also received credit.

Question 9

Part **(a)** of this question on the 'brain scanning of murderers' required two ways in which the experimental and control groups were matched. Candidates could choose from a range of possibilities including age, sex, and schizophrenia. Nearly all candidates answered this question part correctly, though some candidates said that they had not covered this study! For part **(b)** any one finding would receive credit and there were again a range of possibilities to choose from. Most commonly candidates correctly stated that the murderers showed reduced glucose metabolism in certain parts of the brain.

Question 10

In the Milgram study the participants were recruited by 'newspaper and direct mail advertisement'. They were not, as some candidates thought, Milgram's own students. Part **(b)** caused a number of problems because many candidates read the question as requiring one advantage, whereas a *disadvantage* of recruiting participants was required. The most apparent disadvantage is that the participants all volunteered for the study and people who volunteer may not be representative of the wider population.

Question 11

This question on 'the prison simulation' study asked candidates for two behaviours for which the prisoners were dependent on the guards. The article lists many possibilities, including going to the toilet, lighting a cigarette, reading a book, writing a letter, drinking a glass of water and brushing their teeth. Any two received credit, with one mark for each. Part **(b)** was problematic in that this dependency did not cause emasculation (as many candidates believed) but rather this dependency explained deindividuation, learned helplessness, loss of initiative and emotional responsiveness.

Question 12

In the study by Tajfel, the boys believed they had been allocated to groups either by estimation of dots on a screen or by artistic preference. They did not know they were allocated randomly, as some candidates stated. Any real life example would have been sufficient here, and nearly all candidates showed their understanding of minimal group categorisation by providing an appropriate example.

Question 13

Part **(a)** of this question caused problems for a significant number of candidates. The aim of Yerkes and the eugenic movement was to show that intelligence was inherited and so to show that certain groups, particularly those with darker skins, were genetically inferior. Native intellectual ability referred to inherited intelligence. Despite this belief, Yerkes' tests did not measure native intellectual ability (part **(b)**) because, for example, an improvement in scores correlated with the time spent in the United States, demonstrating that intelligence is learned.

Question 14

In the Hraba and Grant study on 'doll choice' a number of questions were asked. Candidates had to choose two from: Give me the doll that you want to play with; that is a nice doll; that looks bad; that is a nice colour; that looks like a white child; that looks like a coloured child; that looks like a Negro child; that looks like you. For part **(b)**, one other way in which Hraba and Grant gathered data was to ask the children and their teachers to name the race of their best friends.

Question 15

Ethical issues apply to all studies, and as has been previously stated, guidelines may be upheld as well as broken. In this study, Thigpen and Cleckley maintained the confidentiality of the participant by referring to her as Eve White and Eve Black and not giving her real name. Another possible issue is that of deception. Was 'Eve' deceiving the therapists? Any other appropriate suggestion would also receive credit.

Section B

Question 16

In part **(a)** most candidates were able to outline some of the main findings of their chosen study whether it be Raine et. al., Schachter and Singer or Piliavin et. al. Most candidates chose the Piliavin study, although the very few that chose Raine provided excellent answers. What distinguished the good from the very good answer was the range of findings and the detail included.

For part **(b)** candidates had to identify a number of generalisations that could be made from the study. Whilst most candidates were able to make some relevant generalisations, others merely repeated the findings that had been outlined in part **(a)**.

Some excellent answers were observed in part **(c)** with many candidates considering both the advantages and disadvantages of making generalisations. A further positive feature was that appropriate examples from the chosen study were provided, as the question requested. Part **(d)** answers varied according to the study chosen. Those choosing the Schachter and Singer study suggested that widening the sample to include non-students would allow more generalisations to be made. Further, it was suggested that if emotion was studied in a more ecologically valid setting more generalisations could be made. However, those choosing the Raine et. al. study were less successful in answering this part. Candidates are advised that a good strategy is to read all question parts thoroughly before choosing a core study to write about, because a hasty choice may lead to problems as the answer progresses.

Question 17

Rosenhan was the most popular choice of study with Bandura et. al. and Freud some way behind.

Part (a) was generally answered well by those choosing Rosenhan and Bandura but those choosing the Freud study of little Hans struggled to provide a range of findings.

In part (b) descriptions of procedure were generally good, although again those candidates choosing the Rosenhan and Bandura studies were able to draw on more detail than those choosing the Freud study. The ethical issue of informed consent was the main focus of the question and most candidates understood that in all three studies the participants themselves had not given consent.

Part (c) required a consideration of both the advantages and disadvantages of participants having informed consent. Whilst most candidates could provide a number of disadvantages, for example the comment that if participants knew what was happening the findings of the study would be very different, very few could extend their range of advantages beyond the 'participants have the right to know what they are taking part in' type of comment.

Part (d) allowed candidates to develop what was said in (c) because giving informed consent to participants would, in many cases, lead to a study being abandoned at the outset. For example, if the psychiatrists and nurses in the Rosenhan study knew what was happening, they would have changed their behaviour on the ward when being observed by the pseudopatients. For those choosing the Freud study explaining to little Hans that he was part of a study by Freud would probably have made little difference to what happened, and it would be perfectly legitimate to answer that there would be no change.

Paper 9698/02

Core Studies 2

General comments

Overall, very few candidates made rubric errors. As always, some candidates failed to read the questions carefully enough and missed the specific answer required, despite the considerable knowledge displayed. A few candidates selected one study on the essay questions rather than using all of the studies listed, which restricted the marks they could obtain. In part (b) of the essay questions some candidates focused on the same problem repeatedly for each of the studies. Again this restricted the marks that could be awarded since the question asks for 'problems'. However, the majority of candidates attempted the questions with the technique required, demonstrating effective instruction and preparation. There were some impressive answers to part (c) of the essays by candidates who were able to make a range of points supported by psychological evidence, with well-expressed arguments extending beyond the specific studies.

Comments on specific questions

Section A

Question 1

- (a) Although this question relates to the *second* study by Loftus and Palmer many candidates discussed the findings of the first study, failing to read the question accurately. For two marks candidates were required to state the participant's response to the question '*did you see any broken glass?*' In fact, the majority of participants did *not* report seeing broken glass although their response was influenced by the verbs they had heard in the first experiment. Some candidates stated that the majority of participants had reported seeing broken glass, which is wrong.
- (b) Almost all candidates correctly stated that the results show that eyewitness testimonies are not always accurate and that they are modified in terms of other information received, in general that they are not reliable.

Question 2

- (a) There was some confusion with other studies and the samples in, for example, Tajfel, Samuel and Bryant and Bandura. Good answers gave details of the number, ages and the area the children were from (Devon).
- (b) Many of the candidates referred to the conservation task, which is not really an example of the inability to conserve in *everyday life*. Better answers gave examples such as wanting to drink from a taller glass or wanting two slices of pizza rather than one large one!

Question 3

- (a) Reductionism generally refers to the simplification of complex processes or breaking processes down into component parts. Forms of reductionism include 'Experimental' and 'Physiological'. Many candidates were able to give accurate definitions of the term.
- (b) This question was not answered well by many candidates. Better answers referred to Sperry's use of the experimental and scientific methods, and his ideas about localisation of function in the brain.

Question 4

- (a) Diffusion of responsibility was found in laboratory studies mainly due to the ambiguity of the emergencies, for example the fact that the participants were not face to face with the victim. Some candidates recognised this point and many referred to the demand characteristics involved in laboratory experiments. However, other answers were confused and could not provide an explanation for the absence of diffusion of responsibility in Piliavin's study.
- (b) Most candidates were aware of the problems with conducting social psychological research in a laboratory which include demand characteristics, ethics, ecological validity etc.

Question 5

- (a) This was generally answered well, with most candidates stating the other two groups were Down's Syndrome children and 'normal' children.
- (b) Some candidates understood the psychometric test to be the Sally-Anne Test rather than the IQ tests all of the children were given. Accurate answers explained the rationale behind the psychometric test was to determine that autism is a specific cognitive deficit rather than a general intellectual one.

Section B

Question 6

- (a) This question, which was the most popular in **Section B**, looked at factors influencing behaviour. Some candidates merely described all aspects of the studies listed, while others only covered one or two studies. The question requires candidates to cover all of the four studies listed. Good answers referred to factors such as the situation (Milgram) and society's attitudes (Hraba and Grant).
- (b) This question sought problems of investigating factors that influence behaviour. Problems including demand characteristics, ethics and individual differences all gained credit.
- (c) This question asked whether all our behaviour is determined. Good answers gave balanced arguments going beyond the studies while others reverted to the four studies listed.

Question 7

This was another popular question, referring to the nature/nurture debate.

- (a) This was generally answered well with many candidates exploring both sides of the debate for each study. For example, the Bandura study mostly suggests that aggression is learned, but some aspects such as gender differences may indicate an element of nature.

- (b) This question elicited good answers from some candidates who were able to discuss problems of ethnocentrism, and ethics relating to animals and children.
- (c) This was answered well by the majority of candidates who offered some excellent insights into the value of studying whether behaviour is learned or innate, including uses in education, treatments, and criminal behaviour modification.

Question 8

Very few candidates answered this question.

- (a) This question was answered well by some candidates who suggested insights into the influence of the unconscious mind (Freud) and the impact of social roles (Zimbardo) whilst others were unable to explain what the studies tell us about human behaviour and experience.
- (b) This part obtained a range of answers some of which provided accurate points relating to the problem of not using numbers to describe human behaviour including difficulty in comparing people, subjectivity and bias.
- (c) Answers to this part were quite limited. Candidates gave brief answers without explaining or substantiating points made.

<p>Paper 9698/03 Specialist Choices</p>

General comments

The quality of answers provided by a number of candidates was impressive but at the other end of the mark scale the performance of some candidates was disappointing. Above all else, the one way in which candidates could improve their performance on this Paper is to quote more psychological evidence in their answers.

There is no problem with answers to the questions in **Section A**, for such answers are generally very well done by most candidates. In fact a significant number of candidates scored a maximum 11 out of 11 marks. However candidates enjoy less success with **Section B** questions.

There are several reasons for this:

- Many candidates treat **Section B** like another **Section A**, writing similar amounts for both these sections, and seemingly failing to realise that **Section A** carries 11 marks and **Section B** 24 marks.
- **Section A** questions require candidates to express only knowledge and understanding, whereas **Section B** questions demand a much wider range of skills, particularly evaluation.
- The mark scheme of **Section A** allocates a narrower range of marks for answers than that of **Section B**. For example, **Section A** part (a) allocates 2 marks to part (a) and requires a common-sense answer. This means a significant number of candidates score 2 marks out of 2. **Section B** part (a) will also give 2 marks for common-sense answers but as 8 marks are available, scoring only 2 marks is not very good.

How can candidates perform better on Paper 3, particularly in **Section B**? Simply, candidates should not assume that their common-sense answers will be sufficient. Candidates should demonstrate their psychological knowledge by quoting psychological evidence. In **Section B** part (a) they need to describe the work of psychologists relevant to the area in question. This information is in the recommended texts and guidance as to what is relevant and what is not can be gained either through this report (see **Comments on specific questions** below) or by consulting the indicative content section of the mark scheme. Armed with appropriate evidence candidates should then be able to write more for **Section B** essays and so gain more of the available marks.

Comments on specific questions

Psychology and Education

Section A

Question 1

Candidates were able to describe what is meant by a 'psychometric test' without too much difficulty. For part **(b)** the type of psychometric test most frequently referred to by candidates was the IQ test with the Stanford-Binet and Wechsler featuring prominently. For part **(c)** candidates were able to give one strength (e.g. that scores on a standardised scale allow comparison of individuals) and one weakness (e.g. that tests only measure a narrow range of ability).

Question 2

This question concerned individual differences in educational performance. Part **(b)** required one gender difference. Most candidates stated in common-sense terms that boys were good at science and girls were good at languages but often failed to state that this was due to differences in visuo-spatial and verbal ability. A very wide range of reasons was suggested for these differences in candidates' answers to part **(c)**.

Section B

Question 3

Special needs can include giftedness and specific learning and behavioural disabilities, and in this essay question candidates could focus on either or both. Some believe giftedness is exceptional performance. Others believe giftedness is a more specific ability such as in sport or music. Others outline signs of giftedness, e.g. Bridges with seven and Tempest with nine.

The other side of the coin involves problems with conduct (e.g. distracting, attention-seeking, calling out, out-of-seat); anxiety and withdrawal; immaturity and verbal and physical aggression. Part **(c)** focused on educating gifted children and this is best done through acceleration, segregation or enrichment.

Question 4

Answers in response to this question on the design and layout of classroom environments were a little disappointing in that candidates often referred exclusively to the layout of classrooms rather than the wider design and layout. Often candidates described and drew layouts using their common-sense knowledge rather than referring to relevant psychological evidence. In part **(b)** evaluation was often anecdotal. For part **(c)** again common-sense answers were often provided rather than those which showed that candidates had learned some psychology.

Psychology and Environment

Section A

Question 5

Noise is often defined simply as unwanted sound. In part **(b)** candidates had to describe two studies that looked at the effects of noise on social behaviour. Aggression, helping and attraction are all social behaviours and so any two studies from any of these areas was acceptable. Specifically the studies by Donnerstein and Wilson, Geen and O'Neill, Matthews and Canon feature commonly. In part **(c)** candidates could look at the Mozart effect, the use of music for relaxation, shopping (muzak) or even the positive effect music has on chickens.

Question 6

A cognitive map, required in part **(a)**, is a pictorial and semantic image we have in our head of how places are arranged. Cognitive maps can be studied in three main ways (part **(b)**) including the drawing of sketch maps (e.g. Lynch), recognition tasks and multidimensional scaling (e.g. Moar). When asked to draw sketch maps many errors are commonly made (part **(c)**) including Euclidian bias, superordinate scale bias and segmentation bias amongst others. As with other questions candidates should quote psychological evidence.

Section B

Question 7

Quite a popular question but one in which most candidates struggled to quote anything more than the Calhoun rat study. There exists in the recommended texts far more information on this area, not only on animals but on a number of thought provoking human studies. Given the often limited nature of part **(a)**, candidates found it difficult to provide a coherent and detailed evaluation in part **(b)**. Often part **(c)** was nothing more than common-sense suggestions and only occasionally did candidates quote psychological evidence.

Question 8

Psychologists make the distinction between natural and technological with the latter referring to something man-made rather than occurring naturally. A natural disaster would therefore include floods/drought, earthquakes, etc. A technological disaster would include an airplane crash, a ship sinking, an event at a factory. In this instance candidates could choose to include either of these, or both. Rather than merely citing examples, candidates could usefully consider how people behave during an emergency event, which opened up a fascinating area that is rarely considered. For part **(c)** candidates had to focus on how psychologists can help before an event happens, so they could design evacuation plans or messages to help evacuate large numbers of people to safety.

Psychology and Health

Section A

Question 9

The requirement in part **(a)** of this question was to define the term 'practitioner style', and this was answered appropriately by most candidates. In part **(b)** two styles were required, and the most commonly mentioned styles were those of doctor-centred and patient-centred as outlined by Byrne and Long. For part **(c)** candidates had little difficulty in suggesting ways in which the practitioner relationship could be improved but again, suggestions based on psychological knowledge received more marks than those that did not.

Question 10

Stress is a very difficult term to define simply but generally candidates coped with it very well. Note that the quoting of textbook definitions is not required. In part **(b)** the requirement was to describe two measures of stress by questionnaires. A significant number of candidates struggled with this part, which is surprising since any psychology book on stress includes the Holmes and Rahe Life events (SRRS) or the Friedman and Rosenman Type A/B personality concepts. An alternative way of measuring stress is to measure physiological aspects such as blood pressure, heart rate or the amount of excreted hormones in a urine sample test.

Section B

Question 11

The area of substance abuse allows candidates to write a general, all-encompassing answer, or it is perfectly legitimate to focus one substance such as smoking or drinking or food or the abuse of any substance. Most candidates focus on smoking for this area is dealt with most thoroughly in all recommended text books. While a number of candidates continuously refer to psychological evidence there are those who assume that because they smoke they can write about their own experiences. As this is a psychology examination, candidates must demonstrate that they have studied psychology and the most direct way to show this is to quote psychological evidence. Typically part **(c)** of this question will focus either on preventing people from starting to abuse (or use) a substance, or it will focus on getting those who abuse (or use) a substance to quit. In this instance the latter question format was chosen.

Question 12

Health has been promoted in a number of different places such as schools (e.g. studies by Flay, Walter and Botvin); worksites (e.g. studies by Gomel; Johnson and Johnson) and communities (e.g. Farquhar and the 'three community study'). Promotions could involve providing information and appeals to fear (such as the Janis and Feshbach and Leventhal laboratory studies). Marks for this question were allocated according to the range and detail of evidence provided. Part **(c)** asked candidates to focus specifically on a school-based programme and this they could do in relation to any area health aspect of their choice.

Section A

Question 13

This question concerned abnormal learning. Some candidates legitimately chose to focus on autism as one type and the other commonly quoted type was attention deficit with and without hyperactivity. Dyslexia was also included on occasion. For part **(c)** most candidates looked at ADHD and the control of it by the drug ritalin. Others considered change in diet as this has been identified as a cause of ADHD.

Question 14

Abnormal need is where a person has a need to behave in a way which is considered to be abnormal by the society in which they live. One type of abnormal need is pyromania (the compulsion to set fires) and another is kleptomania (the need to steal even when the person can afford the object(s) they have stolen). Pathological gambling is another legitimate inclusion as would be explosive disorder (the need to be aggressive toward property or people). Any two of these were required in part **(b)**. For part **(c)** a treatment for any one of these was required and most typically cognitive-behavioural techniques were mentioned.

Section B

Question 15

This question on abnormal affect allowed candidates to relate all they knew about depression, which in some cases was very impressive. Depression is only one aspect of abnormal affect and mania is the opposite; and those people suffering from extreme mood swings are manic-depressive. Some candidates explored symptoms, others possible causes, and some candidates considered both. One specific form of abnormal affect, seasonal affective disorder (SAD) was the focus of part **(c)**. Although this is a form of depression and is sometimes treated with anti-depressants, the most effective treatment is exposure to a light box. Notably SAD is only experienced by countries who have significant parts of their year in relatively low light levels and as such it is not a universal form of abnormality.

Question 16

A model of abnormality has a set of assumptions concerning the cause and treatment of various types of mental illness. There are three main models, the medical, psychoanalytic and behavioural, although there are a number of minor models too. For the medical model (the focus of attention for most candidates) the main cause of any mental illness is a chemical imbalance which is treatable by rebalancing using drugs. The behavioural model assumes that any abnormality is learned and so they assume the most suitable treatment is some form of 'unlearning' or desensitising. Candidates who knew about two (or more) models had an advantage when answering the evaluative part **(b)** question.

Section A

Question 17

Human resource management is the all-encompassing term for performance appraisal, reward systems and personnel selection. For part **(b)** candidates were required to give one performance appraisal technique. This is the formalised means of assessing worker performance. One way in which this can be done is by comparison of one worker with another. Checklists can be used which involve the checking of statements about a particular job. Graphic rating scales and behaviourally anchored rating scales are also applicable. Ways of rewarding workers (part **(c)**) include additional responsibility and enhanced conditions, material reward such as salary, commission, bonuses, promotions and competitions/incentive schemes. There could be merchandise incentives, such as a company car.

Question 18

More popular than **Question 17** this concerned QWL (quality of working life) which (for part **(a)**) involves all aspects of life at work, particularly the feelings and attitudes about one's job. QWL can be measured in a number of ways such as the use of interviews, scales and surveys. More popular (particularly in America) are the psychometric Minnesota Satisfaction Questionnaire (MSQ) and the Job Descriptive Index (JDI). In Britain Cooper et al's (1987) Occupation Stress Indicator is often used. Job satisfaction, part **(c)**, can be increased in a number of ways such as job rotation, job enrichment and an improvement in the physical or psychological working conditions. There is more to job satisfaction than money!

Section B

Question 19

This question was extremely unpopular, being chosen by very few candidates. Interpersonal communication is the passage of information between one person or group to another person or group. Communication involves: a sender, the message itself and the receiver (e.g. Hurier model for effective listening); it also involves the encoding, the channel and the decoding of the message.

Candidates may consider the varieties of communication: telephone, face-to-face, meeting, memo, newsletter, employee handbooks, reports, e-mail, voice-mail, teleconference, etc. For part **(c)** communications can be improved in a number of ways. For example, Machin (1980) suggests the expectations approach; Marchington (1987) suggests 'team-briefing'. However, employee suggestion systems, grievance systems, open-door policies, employee surveys, participative decision making, corporate hotlines, brown bag meetings and skip-level meetings are all relevant.

Question 20

Questions on motivation are always popular and this year proved no exception. Most candidates began with Maslow and then usually considered one or two more theories. Very few candidates considered more recent theories and it was as if nothing has happened in this area in the last twenty years (when it has!). Candidates could show understanding by considering the different types of theory, making a distinction between need theories, job design theories and rational (cognitive) theories for example.