



# **MARKSCHEME**

**November 2000**

**PSYCHOLOGY**

**Higher and Standard Level**

**Paper 1**

1. (a) **What are the characteristic procedures for data collection and data analysis of the behavioural perspective?**

*[30 marks]*

The first part of the question asks for an account of procedures *not* a general methodological orientation. For maximum marks candidates must discuss both data collection and analysis. For the behavioural perspective there are numerous forms of data collection incorporating human and animal research. The best responses will mention these. For example, conditioning experiments have been used successfully with human participants as well as with a variety of animal species. Award high marks for essays which competently show the applicability of behavioural procedures to both humans and other animals. Award **[0 marks]** to essays which simply give an account of operant and/or classical conditioning. The question must be addressed as it is set. Some mention of behavioural analysis, whether through statistical analysis or comparative observations, should be included for full marks. For candidates who discuss only one procedure there should be a maximum of **[15 marks]**.

- (b) **Is there resistance to these procedures by theorists within this perspective and/or by various cultures?**

*[20 marks]*

The second part of the question demands careful thinking on the part of the candidate. For example, some behaviourists conduct experiments with non-human animals only, while others prefer human participants. Not all behaviourists subscribe to deprivation experiments, questioning the ethics of deprivation of any type in scientific research. Other behaviourists limit the generalisation of data to the wider human community. Cultural factors too can be sources of resistance to behavioural procedures. There is widespread hesitation in some regions of the world to any kind of animal research, while in other communities the supposed linkage between humans and other animals is viewed as deplorable. Award maximum marks to a sensitive exploration of these or any other relevant points, particularly if the candidate addresses the issue of generalisation of research findings.

2. **In what ways does the cognitive perspective contribute to the further development of psychology as the systematic study of human behaviour?** *[50 marks]*

It is important that candidates concentrate on the application of knowledge gained through the cognitive perspective only as it applies to the development of psychology as a discipline.

Candidates who write at length on various findings of cognitive psychology cannot gain full marks without linking these findings to the further development of psychology as a systematic study of human behaviour. Examples from the cognitive perspective could include learning, memory, schematic processes or language acquisition. Candidates may include these but not limit themselves to just one. Expect wide-ranging responses here including methodological contributions, *e.g.* computer models of behaviour, the use of information processing in various fields of psychology, and the provision of alternative explanations of human behaviour which enhance psychology's position within the greater academic community.

Award full marks for any of these or other appropriate responses. Again, the emphasis should be on the **contributions** of cognitive psychology to the development of psychology.

If candidates write about a variety of relevant topics but present these in purely descriptive terms their work should be awarded a maximum of *[25 marks]*.

3. (a) **Choose *one* perspective and analyse its current standing within contemporary psychology.**

**[30 marks]**

The choice of perspective is not important, any of the four will suffice as long as the candidate confines her or his answer to only one perspective. For the first part of the question do not award any marks to essays which define the perspective instead of explaining its current standing. This question could invite incompetent responses from candidates who are unprepared to see the question for what it is. A certain amount of historical review might be welcomed, so long as the candidate confines the discussion to how its current standing is related to historical developments, but for maximum marks an analysis is required, not a simple descriptive answer (which should earn only a maximum of **[20 marks]** out of **[30 marks]**). The candidate has some latitude in exploring its current standing as long as an appropriate rationale is expressed for the positions taken. An essay on the perspective's current standing may touch upon such issues as number of followers, cross-cultural acceptance, success in generating new psychological theories, and the general acceptability of its basic assumptions and methodological procedures.

- (b) **Are there any implicit cultural assumptions which may limit this perspective's universality?**

**[20 marks]**

The second part of the question requires specific reference to the cultural assumptions of the perspective (*e.g.* the humanistic perspective as an expression of human optimism and the belief in personal change). The most competent answers will treat the second part of the question with care, emphasising for example why the assumption(s) may limit universal application.

**4. (a) Define and explain the key concepts within the humanistic perspective. [25 marks]**

Many candidates may find this question attractive since the humanistic perspective itself often appears to some candidates as relatively simple in comparison to the other three. However, a rendering of the basic tenets of the humanistic perspective is more complex than it appears. For example, a close examination of Maslow's characteristics of a mentally healthy individual reveals a fairly sophisticated account of modern urbanity and the position of individuals within the newly constructed society emerging after World War II. In order for candidates to receive the full *[25 marks]* for part (a) of the question they must explain the major concepts of this perspective, being careful to show in some way that they are indeed unique to this perspective.

**(b) Compare the effectiveness of these concepts in explaining behaviour with the key concepts of another perspective. [25 marks]**

The second part of the question *[25 marks]* necessitates comparison with one other perspective of the candidate's choice. The emphasis is on the effectiveness of these concepts in comparison with the key concepts of another perspective. When awarding marks look for competent answers which actually compare. Award *[0 marks]* for a part (b) response which simply discusses the key concepts of another perspective and lacks any comparison.

- 5. Increasing attention within psychology is given to the linkage between human and non-human animal behaviour. Describe how *each* of the four perspectives views the relationship between human and other animal behaviour.**

***[50 marks]***

For maximum marks each of the four perspectives should be given equal attention but not necessarily with quantitative equality. Competent answers will demonstrate an understanding that there are significant differences between the four perspectives in their attention to animal research and the extrapolation of findings from that research to human behaviour. The cognitive perspective in this instance may prove difficult for the less well prepared candidate. Award high marks to essays which indicate that the cognitive perspective (with cross-species models of problem solving, for example) gives credence to the behavioural relationship between humans and other animals. The candidate's answer must be constructed with clear separation between the four perspectives, indicating, where possible, a four way distinction with regard to this question. A general essay on non-human animal behaviour will not suffice and should receive ***[0 marks]***.

If the candidate considers only two perspectives a maximum of ***[25 marks]*** should be awarded.

If the candidate considers only three perspectives a maximum of ***[38 marks]*** should be awarded.

6. Choose any *two* perspectives and compare their strategies and their effectiveness in helping individuals with psychological disorders.

*[50 marks]*

A comparative essay between two perspectives is required. Psychological disorders may be treated as a general concept or in reference to specific disorders. The choice of psychological disorders, in addition to the two perspectives, is left to the individual candidate. To obtain maximum marks the candidate must limit the essay to a discussion of the strategies and the *effectiveness* of the two perspectives in dealing with psychological pathology, rather than a simple account of how the selected disorders are viewed by each perspective. Examiners are encouraged to award high marks to essays which address this point and *[0 marks]* to essays which ignore it. Look for a convincing essay which is balanced and suffused with sound psychological argument.

---