

MARKSCHEME

May 2001

PSYCHOLOGY

Higher and Standard Level

Paper 1

1. **Select any *two* perspectives and compare their interpretations of a current psychological or social issue of your choice.** **[50 marks]**

Candidates must use **two** and only two perspectives. The addition of further perspectives should attract no marks. Comparison includes similarities and differences and should be treated as such by the candidate. There are several grounds on which to formulate a comparison. Examiners should allow for a variety of responses here. However, an essay which is largely descriptive should earn no more than **[25 marks]**. The line separating psychological from social is sometimes indistinguishable, and is not of particular importance to this essay. For maximum marks the selected issue should be clearly identified so that examiners know the focus of the essay.

2. (a) **Define the key concepts associated with the cognitive perspective.** **[25 marks]**

This question is asking for concepts which are specific to the cognitive perspective. If concepts from other perspectives are mentioned then award credit only when it is clear that they have a direct bearing on defining cognitive science. There are many appropriate concepts, but key concepts are those clearly fundamental to the cognitive approach. For full marks in part (a) **[25 marks]** of this question, candidates must correctly identify the **key** concepts and not vaguely related ones. Furthermore, these concepts must be **defined**. Providing candidates are addressing two or more concepts they are addressing the question. If few concepts are provided, then more detail is required.

- (b) **How have these concepts been tested empirically?** **[25 marks]**

For part (b) **[25 marks]** full marks can be awarded for an answer which provides sound empirical references for most (but not necessarily all) of the concepts. Only a brief description of research studies is necessary. Many answers will be entirely descriptive yet may be awarded up to full marks, depending on the quality of the response.

3. **Critically evaluate the statement “The psychodynamic perspective offers a satisfactory explanation of behavioural phenomena”.** **[50 marks]**

Essays must take the form of a total refutation of the statement, or total support, or a combination of criticism and affirmation. A subtle rendering of the intricacies of the psychodynamic perspective is expected rather than an emotionally tinged reaction to the statement. Candidates must be critical in their essay but all the while authoritative in their contentions. Examiners should award full marks for well-constructed essays which are grounded in theory and evaluative commentary. Essays must contain at least two different behavioural phenomena. Candidates who merely describe psychodynamic theory without reference to specific behaviours may be awarded a maximum of **[20 marks]**.

4. **Revisions of a perspective's original assumptions have occurred as a result of new research findings.**

Discuss this statement in relation to *one* perspective of your choice.

[50 marks]

Candidates should demonstrate a knowledge of assumptions based on the perspective of their choice, but it is essential that these should be evaluated through **explicit** reference to newer research. Candidates who merely describe assumptions without reference to their revision should be awarded a maximum of **[15 marks]**.

It is probable that the quality of answers may be heavily dependent upon the choice of perspective. Those candidates who select the cognitive or behavioural perspectives will have a large range of tenets from which to choose. For example in the cognitive perspective the original tenet that the brain could be an analogy of the computer has come in for much heavy criticism as being too simplistic and mechanical. Neurophysiological research has produced evidence that the brain is a much more sophisticated entity than any current computer.

There may be some candidates who present an adequate description of the original assumptions of a perspective and then claim that no revisions have taken place. Such a claim would be erroneous in the case of each of the perspectives in the programme and should not be credited.

High quality essays may consider the notion that although the many fundamental ideas of a perspective may remain intact, some changes will have evolved as a result of increased understanding of how humans function.

5. (a) **Who are the representative theorists within the behavioural perspective and why, in your opinion, are they representative of this perspective?**

[25 marks]

More than one theorist must be included. Essays which do not include two or more representative theorists may only receive a maximum of **[13 marks]** for part (a) **[25 marks]**. Examiners can expect to see Skinner mentioned in most, with the second or third theorist being more variable. The point is that there must be some justification for suggesting that a theorist is indeed representative of the behavioural approach. Furthermore, an attempt must be made to show the common intellectual ground that is shared by all mentioned theorists. For example, how are their theoretical assertions related and what contributions/elaborations has each made to the behavioural perspective? Essays which simply describe the work of relevant theorists but which omit justification for their inclusion may be awarded a maximum of **[10 marks]**.

- (b) **In comparison with *either* the humanistic *or* psychodynamic perspective assess the relative effectiveness of the methodologies associated with theorists from the behavioural perspective.**

[25 marks]

For part (b) **[25 marks]** **either** the humanistic **or** psychodynamic perspective must be selected as a comparison with the methodological orientation of behaviourism. Candidates should not gain more than **[12 marks]** if they only describe the methodologies of behaviourism and the other selected perspective. The word assess is defined in the Psychology guide and candidates are expected to know what that entails. Candidates should not be awarded marks for writing about therapies rather than the required research methodologies.

6. (a) **Compare the humanistic and behavioural perspectives' views on the determinism of behaviour.**

[30 marks]

Part (a) of the question asks for a contrast between two very different perspectives with respect to the issue (continuing debate) the determinism of behaviour. Thus answers which fail to explicitly identify both similarities **and** differences will not be addressing the question. Award a maximum of *[20 marks]* for an answer that either compares or contrasts, but does not do both.

Candidates should demonstrate a clear understanding of the determinism of traditional behaviourism and also understanding of the non-deterministic stance adopted by the humanistic perspective. More astute answers may argue for a partial similarity between the perspectives' views on determinism. Relevant examples could include Rogers' 'conditions of worth', or Maslow's hierarchical needs as influences on behaviour.

- (b) **How would both perspectives interpret the possibility of behavioural change?**

[20 marks]

Part (b) of the question addresses each perspective's consideration of behavioural change. The answer should include (with examples, if appropriate) each perspective's general attitude towards the modification of behavioural patterns, being aware that within each perspective there might be variations amongst representative psychologists. Award full marks for answers which demonstrate a clear understanding of the **possibility** of behavioural change in both perspectives.
