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M02/350/HS(1)M

MARKSCHEME

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PSYCHOLOGY

Higher and Standard Level

Paper 1

1. (a) **Identify and describe the key concepts from any *two* perspectives.** [25 marks]

Two of the four perspectives must be included. An essay which describes key concepts from only one should be awarded a maximum of [12 marks]. The key concepts included should be actual concepts, not studies or psychological theories. Precise use of terminology is required to demonstrate thorough understanding of concepts: vague generalities should not be awarded marks.

- (b) **Consider their effectiveness in explaining human behaviour.** [25 marks]

This section of the question is asking for the candidate's opinions on the effectiveness of the previously identified key concepts in explaining human behaviour. Effectiveness may be considered in a variety of ways, and competent essays will attempt to define the term before applying it. Some or all of the following considerations may be included: relationship to the aims of the perspective; generalisability (bias, validity, reliability, and also cross-cultural applications); reductionism; implications (ethical and practical) *etc.* An analytical essay is expected which includes a balanced treatment of *both* selected perspectives.

2. (a) **Explain *three* investigative techniques favoured by the cognitive perspective.** [25 marks]

Answers should clearly demonstrate an understanding of the perspective's focus on ways that the human brain and computers receive, store, and process information. Depending on which areas of cognitive research are being investigated (*e.g.* visual perception and representation, language, problem solving, *etc.*) cognitive psychologists develop experimental models, analyse self-reports and bio-feedback, and engage in computer projects. Award marks for an appropriate explanation of these and other relevant techniques, including techniques common to developmental and clinical approaches to cognition. Answers in the higher bands will accurately name and describe specific examples of appropriate research.

- (b) **In comparison with other perspectives, what are the inherent strengths and limitations of the investigative techniques used by psychologists working within the cognitive perspective?** [25 marks]

In order for candidates to receive full marks for part (b) [25 marks] they must give a balanced account of the strengths **and** limitations of the cognitive methodological approach through **comparison** with techniques used in other perspectives. An essay which fails to compare should receive no more than [5 marks]. If candidates limit their discussion to the three investigative techniques mentioned in part (a), this could only be appropriate for full marks if candidates provide an **in-depth comparison** of these techniques. Do not award marks for essays merely describing/ comparing theories.

- 3. Explain how the humanistic/phenomenological perspective contributes to the further development of psychology as the systematic study of human behaviour and experience.**

[50 marks]

Award no more than ***[15 marks]*** to an essay which does not go beyond explaining the characteristics of humanistic psychology. This question is asking for a commentary on the extent to which the humanistic/phenomenological perspective contributes to the advancement of psychology. In order to receive maximum marks candidates must select characteristics of the perspective which may or may not contribute to the further advancement of psychology as the *systematic* study of human behaviour and experience. Therefore, better answers will include clear reasoning for the position taken and point out, when possible, the controversial nature of this perspective. To do this, candidates may wish to refer to other perspectives for comparison. This is a perfectly acceptable practice as long as it adds to the argument being advanced by the candidate. Thus, a candidate may wish to suggest that in contrast to the behavioural perspective, for example, the humanistic/phenomenological perspective allows for the exploration of the symbolic nature of consciousness as well as granting dignity and worth to the individual. Looking at the psychological development of human beings from this perspective permits a more open and comprehensive field for human research. Reference to the humanistic/phenomenological connection to cross-cultural research would also be appropriate. On the other hand, the humanistic approach can be criticised from a number of positions, including its lack of scientific rigour. Most of the research conducted by psychologists using this perspective tends to be qualitative in nature. It does not easily lend itself to quantitative analysis. Award maximum marks for essays which clearly and appropriately discuss these intricacies.

4. (a) **Explain the particular historical conditions which favoured the development of the psychodynamic perspective.**

[25 marks]

This is a question asking for a clearly understood distinction between historical and cultural conditions (see page 10 of Psychology Guide). Although more astute candidates may well comment on the interrelationship between the two, the question as set requires separate treatments in each section, and marks may only be awarded on this basis.

Part (a) **[25 marks]** should concern only historical conditions. Candidates must write in some detail concerning the historical conditions which helped to create an atmosphere for the development of the psychodynamic perspective. There are several interesting possibilities here ranging from the rise in the respectability of science to a new interest in the place of humanity within the total spectrum of life. Astute candidates may recall the position of the Jewish community within European society at that time and the fact that medicine and academia were examples of the limited number of professions open to members of that faith. There are a number of historical conditions involving politics (*e.g.* wars of the nineteenth and twentieth centuries which reshaped thinking) and communication (*e.g.* the rise of literacy and the dissemination of ideas) which are also of merit. Candidates may also receive marks for mentioning the influence of significant figures whose research influenced the development of psychodynamic theory, such as Darwin, Breuer, and Charcot. Award marks for a clear discussion of these conditions.

- (b) **To what extent did cultural factors influence the development of the psychodynamic approach?**

[25 marks]

More so than in part (a) candidates must construct an argument which explains *to what extent* cultural factors were influential in the development of the psychodynamic perspective. Candidates who provide only a description of cultural factors rather than answer the question “To what extent...?” should receive no more than **[10 marks]**. Certainly it can be said that the position of women within nineteenth century European society and associated values and mores had a profound influence on the development of the psychodynamic perspective. Similarly, the openness with which American, British and western European societies welcomed new ideas after World War II created an opportunity for the psychodynamic perspective to receive new attention and support. There are several other cultural influences which should be given credit as long as their relationship to the development of this perspective is clearly established. In addition, Freud found cultural links with many of his ideas; *e.g.* the work ethos; family values; the socialisation of the child; the ancient Greek theatre and catharsis. Although not necessary, if candidates include a similar approach, award full marks if well-developed.

5. **Using any *two* perspectives, assess the claim that findings from research using non-human animals can be applied to explanations of human behaviour.**

[50 marks]

Two perspectives must be addressed. Well-prepared candidates will be aware of the meaning of *assess* as defined in the Psychology Guide and should, therefore, be able to develop a sound essay which weighs the available evidence and then reaches a conclusion based on explicit, clear reasoning. Candidates should explain and evaluate **two** perspectives and the ways in which each one views research using non-human animals in explanations of human behaviour. The chosen perspectives may or may not support the use of non-human animals in research. The point is for the candidate to explain the position taken by the two perspectives and to comment on the efficacy of that position. Of course, there are serious ethical concerns when using non-human animals, and these might be explored, but the focus is on the question of whether research with non-human animals is relevant and generalisable to human behaviour. This must be done through the context of two perspectives. There are many applications of this type of research to human behaviour in such diverse ways as successful treatment of chronic disorders, reduction of anxiety, improved learning techniques, and others. On the other hand, some observers contend that the major challenges of our day (*e.g.* violent crime, child abuse, urban alienation and ineffectual social institutions) cannot be addressed through non-human animal research. The task for the candidate is to comment on the validity of these links through two perspectives, and to provide some commentary. Marks should not be awarded for essays which focus entirely on the advantages and disadvantages of human and non-human research. Award a maximum of **[25 marks]** if only one perspective is addressed.

6. (a) **Explain some of the strategies used by psychologists from the behavioural perspective to help improve the social conditions of human beings.**

[25 marks]

There are numerous strategies used by behavioural psychologists for helping individuals, and many candidates will focus on these utilised in therapeutic settings. However, as the question asks specifically about social conditions, such material should form only a part of an appropriate response. Many candidates will be familiar with the thoughts of Skinner regarding behaviours hindering the development of a better functioning society, and will discuss his ideas from “Beyond Freedom and Dignity”. In addition, his views on the design of an environment in which behaviour is directed towards socially desirable ends, in “Waldon two”, will also be appropriate, as will his suggestions for more successful ageing, as described in the article “Enjoy Old Age”. Award a maximum of **[10 marks]** for answers concentrating solely on strategies applied in a therapeutic setting when the emphasis should be on the improvement of social conditions.

- (b) **Identify and evaluate some of the ways in which psychologists from this perspective might suggest beneficial changes in education.**

[25 marks]

In part (b) candidates need to make explicit their understanding of the principles of conditioning underpinning behavioural explanations of learning, and how these may be applied in an educational context: answers based on vague generalities about education will be unacceptable, attracting no marks. In order to achieve high marks, candidates must offer evaluation of *e.g.* programmed learning, teaching machines, *etc.* Appropriate evaluation may include discussion of lack of teacher control over crucial variables such as the learner paying attention; learner motivation; the effects of peer approval, *etc.* Essays should accurately present a behavioural point of view, and contain suggestions for educational change which are plausible.
