

MARKSCHEME

November 2002

PSYCHOLOGY

Higher Level and Standard Level

Paper 1

1. (a) **Describe assumptions made about human nature by the humanistic and *one* other perspective.** [25 marks]

Where candidates do **not** describe the assumption but merely describe appropriate studies or theories a maximum of [5 marks] should be awarded.

- (b) **Compare the assumptions of each of the *two* perspectives described in part (a).** [25 marks]

Comparisons are explicitly required for assumptions such as the cause of behaviour; impact of change; determinism/free-will; the role of internal and external experience; the active/passive nature of the individual, *etc.* In addition, more subtle responses may choose to develop the comparison to include issues arising from the assumptions, *e.g.* methodologies, supporting or challenging research findings, applications, implications, *etc.* Although this is not stipulated in the question, credit should be given for essays of this quality.

The humanistic stance assumes that we are able to direct our lives towards self-selected goals. This may be compared with the unconscious determinism assumed by psychoanalysis, the environmental determinism of behaviourism, or cognitive psychology's "soft determinism". Answers should focus on only one alternative perspective. Where several are offered, award marks only for one. Responses focusing exclusively on one assumption should be awarded a maximum of [12 marks] for part (b).

2. **Choose two key concepts associated with the cognitive perspective. Describe both and assess their effectiveness in explaining psychological phenomena.**

(Examples may include schema, imagery or you may choose other appropriate examples.) [50 marks]

The choice of key concepts will identify those candidates having a thorough grasp of both the cognitive perspective, and the notion of a "key concept". Weaker responses may confuse concepts with theoretical explanations of process, and in that case should not be credited with marks. Award up to [25 marks] for clear and **accurate** descriptions of the two key concepts.

Effectiveness might include evaluation of the role of the concept in clarifying the explanation of the phenomena, (*e.g.* strengths and limitations); testability of concepts; validity *etc.* Reference to appropriate research studies will strengthen the quality of a response to this question.

- 3. Describe and evaluate the psychodynamic perspective's interpretation of *one* social issue. (An example could be destructive aggression but you may use a different appropriate example.)** **[50 marks]**

Candidates are expected to make clear the contentious nature of the chosen topic. Where destructive aggression is selected, then ideally, a definition of the term should precede an explanation from the view(s) of theorists operating within the psychodynamic perspective. (Whilst most candidates will offer Freud's theoretical explanation, it should be acknowledged that the perspective also embraces the work of other theorists.) Freud's explanation would include reference to Thanatos and to catharsis. Candidates who focus exclusively on Freud should be awarded a maximum of **[40 marks]**.

Evaluation could examine how useful/appropriate is the explanation in our understanding of the issue – the strengths and limitations of Freud's explanation, in this example. Evaluation may also include empirical evidence (*e.g.* Megaree, 1966), and comparison with other explanations. Also important would be a consideration of the implications arising from the theory/research, *e.g.* influence of the mass media.

General criticisms of the psychodynamic perspective as a whole are not appropriate and will attract very few marks unless made explicitly relevant to the issue under consideration. Purely descriptive essays omitting evaluation may be awarded a maximum of **[25 marks]**.

4. (a) **Using examples of psychological research, describe the main procedures for data collection and analysis used by psychologists working from the behavioural perspective.** [25 marks]

Candidates are required to identify and to describe research techniques specifically used by psychologists working within the behavioural paradigm. Thus an appropriate response will attempt to contextualize research methods, demonstrating an understanding of the need for collection of precise, objective, quantitative data, in order to investigate cause and effect relationships under controlled conditions.

Many candidates will offer Pavlov's, Thorndyke's or Skinner's experiments on animals, and Watson's and Raynor's research into phobic behaviour using "Little Albert". Informed responses may also allude to controlled observations when concepts derived from laboratory experiments with animals are applied to human behaviour, e.g. in behaviour modification. Where candidates offer Bandura's (1965) controlled observations into aggressive behaviour in children as an example of research under the behavioural "umbrella", this is acceptable providing it is made clear that his work is a development/modification of behavioural theory. Answers focusing exclusively on dysfunctional techniques should be restricted to a maximum of [12 marks].

- (b) **Critically discuss the use of these procedures.** [25 marks]

Responses should focus on the advantages and disadvantages of procedures used by the behavioural perspective. Examples could include consideration of ethics, focus on the experimental method, focus on quantitative to the exclusion of qualitative methods or the rigour derived from the scientific method, but several other factors could also be addressed, providing these are made relevant. To merit the award of marks in the highest bands, candidates should discuss both advantages and disadvantages of the methodologies employed.

5. **Select *one* key research study (*not* a theory) which you consider to be representative of *one* perspective.**

- (a) **Describe its aims, its methodology, its findings, and the resultant conclusions and implications which may be drawn.** [25 marks]

Relevant choice, and justification for choice of study are the key elements in this question, the quality of response probably reflecting appropriateness of choice. Expect responses covering a wide range of research studies. However, to achieve high marks in part (a) answers should **accurately** describe the aspects of the research study stipulated in the question.

- (b) **To what extent may the research study claim to be representative of the chosen perspective?** [25 marks]

A successful answer to part (b) will demonstrate an explicit understanding of the relationship between choice of research technique and the perspective. Candidates may evaluate the effectiveness of the selected techniques for data collection and analysis, in relation to the aims of the perspective. Answers simply evaluating the whole perspective, or psychological methodology in general, will not attract marks.

6. In what ways does a perspective of your choice link research with other animals to human behaviour? [50 marks]

Candidates will need to think through the implications of this question before they choose an appropriate perspective. The most likely choices are the behavioural or cognitive perspectives since it is these which tend to make basic assumptions about animal behaviours and their link to human behaviour.

Candidates can use the behavioural perspective to make straightforward links from animal to human behaviour as the result of experimental work by such eminent figures as Pavlov, Skinner and Thorndyke. Learning behaviour and conditioning of dogs, rats or pigeons is directly related to some of the various learning strategies employed by mental hospitals in coping with dysfunctional behaviour. Conditioning techniques are also used, for example, in educational and medical institutions. The latter may employ various techniques to lessen the effects of phobic behaviour, or to cope with alcohol and drug addiction (*e.g.* Lick's work on desensitisation). These strategies (derived from animal studies) have been researched over a period of several years and have been found to be generally effective. Attempts to teach language to non-human animals have largely used conditioning as the means of learning behaviour. If candidates use Seligman's work, it should be explicitly justified as belonging to either the behavioural or cognitive perspectives.

However, astute candidates will be aware of the limitation of claims associated with the success of behavioural methods, and these may be clarified by reference to the cognitive perspective. The classic studies of Tolman using rats in mazes, or Kohler's work with primates, have shown that cognitive processes are also involved in learning. Ecological validity is lacking in some cognitive studies as well as in studies from the behavioural perspective.

Candidates may be able to show how either of the cognitive or behavioural perspectives may be used to answer this question. They may choose one perspective in order to use material to criticise another.

Candidates who do not employ empirical evidence should be awarded a maximum of **[25 marks]**.

Similarly candidates who merely describe theories or studies from a perspective, without explicitly linking these to the question should also receive a maximum of **[25 marks]**.
