



MARKSCHEME

May 2004

PSYCHOLOGY

Higher Level and Standard Level

Paper 2

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Comparative psychology

1. Describe and evaluate *one* evolutionary explanation of behaviour. [20 marks]

Refer to the mark bands for paper 2 when marking this question.

Candidates may choose from a range of evolutionary explanations, including selfish gene theory, survival of the fittest or adaptation to change. Candidates should offer detailed explanation (e.g. key assumptions, constructs, theorists, methods or findings) and include examples of how behaviour has evolved. The question is not concerned primarily with physiological aspects, and references to such development should not be given credit unless they are directly linked with behaviour.

If candidates present description alone then a maximum of **[10 marks]** should be awarded.

In evaluating their selected explanation candidates should present advantages and disadvantages. For example selfish gene theory may be acceptable to the survival of animals that are closely related, but the theory does not necessarily account for altruistic behaviour exhibited by non-related animals. Responses that focus solely on either disadvantages or advantages should receive a maximum of **[5 marks]** for evaluation out of a possible **[10 marks]**. High scoring responses should demonstrate a more balanced approach to evaluation and should also include relevant examples of behaviour to illustrate the points that are made.

If candidates present evaluation alone then a maximum of **[10 marks]** should be awarded.

2. Use research findings to discuss the nature of altruism in animals. [20 marks]

Refer to the mark bands for paper 2 when marking this question.

Since the question deliberately refrains from indicating the types of altruism involved, good responses should indicate that this behavioural phenomenon includes reciprocal, delayed and induced altruism. Although the question does not call for candidates to describe examples of altruism, since it hinges on findings, providing that the essay indicates the nature of altruism examiners should award credit. For example, reciprocal altruism found in vampire bats (Wilkinson) is claimed by some psychologists to exemplify inherited characteristics that are wholly genetic in origin, and confined to the same family members within the bat community. Opponents dispute this claim and point to the fact that some findings indicate that reciprocal help is given to non-family members.

The question uses the term ‘animals’ since this is the area where most studies in the literature are focused. Given the point that humans are also animals, examiners may expect that some candidates will use human examples. These are acceptable and may be used as good evaluation points when applied to non-human animal research.

Experience suggests that some candidates will be content merely to describe studies of altruism. Such essays should receive a maximum of **[12 marks]**.

Higher scoring essays will consider the findings of studies and seek to evaluate these by comparison with human behaviour or by the rival claims advanced by different psychologists. For example, traditional Darwinian theory did not offer a satisfactory interpretation of altruism but the selfish gene theory advanced by Dawkins offers some explanation for the altruistic behaviour of animals that share the same gene pool.

3. Discuss how ethical *and* methodological considerations affect the interpretation of behaviour in comparative psychology. [20 marks]

Refer to the mark bands for paper 2 when marking this question.

Candidates may justifiably claim that ethical and methodological issues play a major part in the way that behaviour is interpreted by comparative psychology. Most national psychological associations (*e.g.* the American Psychological Association, the British Psychological Society) publish guidelines that prohibit cruelty or the causing of pain to animals, including humans. However, candidates could show an awareness that neither association (explicitly) prohibits investigations involving pain. Decisions are usually made by ethics committees that consider the perceived benefits (usually to humans) of the investigation compared to its costs, (usually to non-human animals). Candidates could point out that without such ethical judgments it may not have been possible to arrive at interpretations of, say, operant conditioning for humans and non-human animals alike.

Candidates could indicate that the choice of methodology (*e.g.* observation or experiment) also affects interpretations. Experiments are frequently conducted in the controlled conditions of a laboratory. The resulting data may not be ecologically valid.

Candidates could also consider interpretation of behaviour in terms of the positivistic and interpretivist approaches. The former may use a stimulus-response approach measuring input and output, relying on quantitative data and the establishment of causal links (*e.g.* Pavlov and Skinner). Ethical considerations abound in such work. Observational studies are usually not so positivistic in their approach and are exemplified by the work of ethologists such as Lorenz or Tinbergen. Their work was not always ethical and their interpretation was sometimes tenuous. Candidates who answer at this level of cognition deserve to score high marks.

Candidates who simply describe an experiment or situation where ethical and/or methodological issues are raised, but do not then proceed to show how these affect interpretation, should be limited to a maximum of **[10 marks]**.

The listing of ethical and/or methodological considerations without reference to the interpretation of behaviour should attract a maximum of **[5 marks]**.

Cultural psychology

4. Use empirical research from within the study of cultural psychology to assess the extent to which human behaviour is affected by cultural context and schemas.

[20 marks]

Refer to the mark bands for paper 2 when marking this question.

This question asks that candidates assess environmental (cultural context) and cognitive (schema theory) factors that affect human behaviour as studied by cultural psychologists. It is important to note that relevant responses will focus on cultural psychology and will avoid general discussion of environmental and cognitive influences on behaviour as studied by researchers from other fields of psychology. Candidates are also expected to use empirical studies in their responses. Relevant studies may come from various areas of the syllabus including but not restricted to, studies of gender-role development, dimensions of cultural difference, the concept of self, *etc.*

Essays earning marks in the highest range **[14 to 20 marks]** might include a brief but accurate definition of cultural context and schema. Discussion of particular human behaviour that is affected by each would be both thorough and accurate and offer a balanced account of both types of factors. There must also be a clear statement as to the extent to which these factors affect human behaviour, although the exact statement of extent may vary between candidates as long as it is accurately justified.

Essays in the middle range **[8 to 13 marks]** will address both types of factors although the discussion may not be balanced. Candidates earning marks in this range may also provide empirical studies, however they may be used in a descriptive manner that is not explicitly linked to the demands of the question. Additionally, they may not provide a clear assessment in their response.

A maximum of **[10 marks]** should be awarded when the candidate addresses only one of the given factors.

5. (a) Define the term *ethnocentricity*. [4 marks]

Award [3 to 4 marks] for a clearly stated, precise and accurate definition of ethnocentricity. This definition could include reference to using one's own ethnic group as a frame of reference for other groups, and the assumption that a person's ethnic group is superior to other ethnic groups. Award [1 to 2 marks] for a less precise but accurate definition. Award [0 marks] for the use of examples as a definition without a precise definition.

(b) With reference to psychological research assess the extent to which ethnocentricity may affect the interpretation of human behaviour within cultural psychology. [16 marks]

Refer to the scaled paper 2 mark bands below when marking this part of the question.

Candidates are required to apply their knowledge of ethnocentrism to the psychological study of human behaviour within cultural psychology. It should be noted that ethnocentrism may not necessarily be addressed as a negative phenomenon although it is quite often construed this way.

High scoring responses [11 to 16 marks] should clearly and accurately relate the cognitive phenomenon of ethnocentrism to interpretations of human behaviour. Candidates may also discuss more details of ethnocentrism and its possible causes, *e.g.*, lack of exposure to other ethnic groups, lack of education, *etc.* Discussion of emic/etic principles might also be appropriate, as well as the development of psychology occurring predominately in Western societies. Essays in this range may also discuss how ethnocentrism has helped increase understanding of different cultures or ethnic groups by encouraging the development of indigenous psychologies since the application of Western psychology has failed in some areas.

Middle band responses [7 to 10 marks] are likely to provide some relevant knowledge and description; however there will be limited analysis of how ethnocentricity has affected the interpretation of human behaviour. A maximum of [6 marks] may be awarded for essays with minimal relevant content, offering a basic attempt to answer the question. Award a maximum of [6 marks] for simple yet accurate description of relevant psychological research but no "assessment".

Award [0 marks] for unsupported responses that reiterate commonly held stereotypes.

Markband

0 If the answer does not achieve the standard described in mark band 1-3, a mark of 0 should be recorded.

1-2 There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the options. The answer consists of no more than a few relevant facts.

- 3-4** There is little sense of structure in the answer. Although there is an attempt to answer the question, knowledge and understanding of the options is limited, often inaccurate and of marginal relevance to the question. There is no reference to cultural, ethical, gender or methodological considerations.
- 5-6** There is an attempt to structure the answer but it is not sustained throughout the answer. The question is partially addressed, with limited accurate, relevant and factual knowledge and understanding. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 7-8** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 9-10** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 11-13** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the options. The answer contains appropriate analysis but there may be minor omissions. Evaluation is clear and applied appropriately. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 14-16** The demands of the question are addressed effectively in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding and in-depth analysis. Evaluation is balanced and well-developed. Cultural, ethical, gender or methodological considerations form an integral part of the response.

6. (a) **Identify and explain *one* behaviour that has been found to be universal across more than *one* culture.** [4 marks]

Candidates may explain universal behaviour as being *etic* behaviour. Some examples could include behaviours that relate to survival of the individual and survival of the society, maintaining harmony, socialization of children ect. Award [3 to 4 marks] for clear, precise and accurate identification and explanation of one appropriate behaviour. Award [1 to 2 marks] for imprecise identification and explanation.

- (b) **Identify and explain *one* behaviour that has been found to be culturally specific to *one* culture.** [4 marks]

Award [3 to 4 marks] for clear, precise and accurate identification and explanation of one appropriate behaviour. Candidates may explain this behaviour as being *emic* behaviour. Marks should not be awarded beyond discussion of the first behaviour given by a candidate. Award [1 to 2 marks] for imprecise identification and explanation.

- (c) **Examine ways in which findings from the study of universal and culturally specific explanations of human behaviour affect communication across cultures.** [12 marks]

Refer to the scaled mark bands below when marking this part of the question.

Candidates are required to relate understanding of cultural/sub-cultural similarities and differences to cross-cultural interaction. They may focus on interaction in general, or may address specific aspects of interaction such as verbal communication, non-verbal communication, work, *etc.* To be awarded high marks, essays must explicitly address how this knowledge affects communication. Candidates may address either culturally specific or universal behaviour or both of these.

Award marks in the [9 to 12] range for essays that clearly make an assessment as to the beneficial aspects of knowledge about culturally universal (*etic*) and culturally specific (*emic*) behaviour. Essays might also give a definition of *beneficial* and/or be specific about the benefits. Essays in the [5 to 8 marks] range might offer general commentary lacking in precise reference to the requirements of the question.

Markband

- 0 If the answer does not achieve the standard described in mark band 1-3, a mark of 0 should be recorded.
- 1-2 There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the options. The answer consists of no more than a few relevant facts.

- 3-4** There is an attempt to structure the answer but it is not sustained throughout the answer. Although there is an attempt to answer the question, knowledge and understanding of the options is limited, often inaccurate and of marginal relevance to the question.
- 5-6** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive.
- 7-8** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed.
- 9-10** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the options. The answer contains appropriate analysis, but there may be minor omissions. Evaluation is clear and applied appropriately.
- 11-12** The demands of the question are addressed effectively in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding and in-depth analysis. Evaluation is balanced and well-developed.

The psychology of dysfunctional behaviour

7. (a) Describe *one* dysfunctional behaviour (disorder). [6 marks]

Candidates may choose from a variety of groupings of dysfunctional behaviours such as mood disorders, eating behaviours and anxiety disorders. Alternatively, candidates may refer to a specific disorder such as phobia, depression, bulimia, ect., which should be given equal consideration for marks. High band responses [5 to 6 marks] will clearly define the dysfunctional behaviour by giving a detailed description of the symptoms and characteristics of the chosen behaviour.

Mid-range scores [3 to 4 marks] should be awarded for an accurate but general description of the chosen dysfunctional behaviour.

Low range responses [1 to 2 marks] may display limited understanding and/or contain significant inaccuracies.

No marks should be awarded to responses that lack psychological content, and/or are purely anecdotal. Candidates focusing on general *models* of dysfunctional behaviour (such as the behavioural model) rather than a *dysfunctional* behaviour should be awarded [0 marks].

(b) Evaluate the use of *one* therapy or treatment for the dysfunctional behaviour (disorder) described in part (a). [14 marks]

Refer to the scaled mark bands below when marking this part of the question.

There is a wide variety of appropriate therapies and treatments which may include drug treatments, cognitive behavioural therapies, non-directive therapies (e.g. humanistic or psychodynamic therapies), ect. Candidates would be expected to evaluate the aims, appropriateness and usefulness of the chosen treatment or therapy in relation to the selected dysfunctional behaviour; and discussion may include reference to underlying assumptions of the selected treatment or therapy. Higher band responses [10 to 14 marks] may also include consideration of methodological, ethical, and/or cultural issues. However, equally valid comparisons may also be made with other therapies or treatments in order to highlight the strengths or limitations of the therapy/treatment being evaluated.

Mid-range responses [5 to 9 marks] are likely to display some understanding of the strengths and limitations but fail to develop the analysis in relation to the chosen disorder.

Low range responses [1 to 4 marks] may simply describe an appropriate treatment or therapy but fail to offer any relevant evaluative comment.

Markband

0 If the answer does not achieve the standard described in mark band 1-3, a mark of 0 should be recorded.

- 1-2** There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the options. The answer consists of no more than a few relevant facts.
- 3-4** There is little sense of structure in the answer. Although there is an attempt to answer the question, knowledge and understanding of the options is limited, often inaccurate and of marginal relevance to the question. There is no reference to cultural, ethical, gender or methodological considerations.
- 5-7** There is an attempt to structure the answer but it is not sustained throughout the answer. The answer contains accurate knowledge and understanding but is mainly descriptive. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 8-9** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 10-11** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the options. The answer contains appropriate analysis, but there may be minor omissions. Evaluation is clear and applied appropriately. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 12-14** The demands of the question are addressed effectively in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding and in-depth analysis. Evaluation is balanced and well-developed. Cultural, ethical, gender or methodological considerations form an integral part of the response.

8. **To what extent are concepts of “normality” and “abnormality” affected by cultural considerations?** **[20 marks]**

Refer to the mark bands for paper 2 when marking this question.

While there is an assumption made by classificatory systems that mental disorders can be diagnosed objectively, researchers *e.g.* Brislin suggest there are differential diagnoses made between western and eastern cultures. Cooper’s research suggests that even within western cultures, society’s expectations may influence the determination of abnormality *e.g.* there may be differential sub-cultural expectations of what constitutes mental health according to gender and race. Thus, while there are some universals in diagnosis, some disorders may be culturally relative; in this context reference to classificatory systems would be appropriate. While there is an assumption made by classificatory systems that mental disorders can be diagnosed objectively, researchers *eg.* Brislin suggest there are differential diagnoses made within western and eastern cultures.

Candidates scoring in the high mark range **[14 to 20 marks]** will clearly identify and evaluate the issue of cultural variation in categorization and diagnosis of normality and abnormality, and reach a conclusion fully supported by relevant research and theory.

Mid-range scores **[8 to 13 marks]** will show some understanding of the variation between cultures in diagnosis of “normality” / “abnormality”, perhaps describing the differences but answers will lack depth and have a less structured approach to the question. There will be a clear attempt to evaluate, especially at the upper end of the mid-range.

Low range scores, up to **[7 marks]**, may describe the concepts of “normality” and “abnormality”, or offer generalities concerning cultural variation in diagnosis but fail to develop a coherent argument.

9. (a) Explain how dysfunctional behaviour is diagnosed and classified. [10 marks]

Reference to the paper 2 mark bands may assist awarding of marks.

Candidates are required to demonstrate a clear understanding of the various classification systems (probably the DSM IV or the ICD 10) describing the techniques that may be used to assess an individual. To obtain a high range score **[7 to 10 marks]**, responses would be expected to include a detailed description of the processes of diagnosis and classification. Mid-range scores **[4 to 6 marks]** will be awarded to candidates who describe both diagnosis and classification but give fewer details and/or in a loosely structured way. Candidates who describe only the process of diagnosis or the classification system, should be awarded no more than **[5 marks]**.

(b) Discuss ethical considerations related to the diagnosis of dysfunctional behaviour. [10 marks]

Reference to the paper 2 mark bands may assist awarding of marks.

Some aspects that may be discussed include the implications of labelling behaviour as dysfunctional. Candidates may refer to the advantages of identifying people in need of help. However, Szasz redefines psychopathology as “problems with living”, and refers to mental illness as a myth with more emphasis on social factors than medical, hence potential ethical concerns with diagnosis.

Another aspect is the validity of labelling (Rosenhan). Labelling may also lead to patients taking on particular roles (Goffman) or to be seen by others in a stereotypical fashion. There may also be a moral bias in diagnosis (e.g. previous DSMs included homosexuality as abnormal behaviour). These points are intended to illustrate what responses could include. No particular examples of research are required.

To receive marks in the high range **[7 to 10 marks]** candidates would be expected to demonstrate a detailed understanding of the multiple ethical considerations surrounding diagnosis of dysfunctional behaviour. More informed responses will clearly establish that much theory and research tends to oversimplify the complex nature of the ethical factors involved in diagnosis.

Mid range scores **[4 to 6 marks]** should be awarded to essays which outline evaluative comments on the ethical issues involved, although these may not form a clearly structured or sustained argument, i.e. a comprehensive list with scant evaluation, or a detailed evaluation of a single ethical consideration.

Low range scores **[0 to 3 marks]** should be awarded to responses which fail to construct an argument, or display only a very limited understanding of ethical issues involved in diagnosis.

Health psychology

- 10. Examine how cultural considerations may affect the interpretation of behaviour in health psychology. [20 marks]**

Refer to the paper 2 mark bands when marking this question.

This question could give rise to some exciting responses based upon different cultural considerations of health. Candidates could point out that while the bio-medical view holds sway with most Western societies many other cultures approach health issues in different ways. These include Ayurvedic medicine associated with much of India, the expert health systems of China and the spiritual and communal interpretations adopted in many parts of Africa. Candidates familiar with these approaches should describe their examples clearly. For example Ayurvedic medicine interprets health as having a female component – Prakfti that forms the body, and a male component, Purusa that forms the soul. Sickness is perceived as a blocking of one of a series of channels possessed by the body. Relief is sought by diverting the flow into another channel.

In these non-Western cultures health is interpreted as the relationship between the individual and the world, not simply as a malfunction of the body. Immigrant communities of Asians or Indians or Chinese are known to bring their health beliefs to their adopted Western nation and such beliefs may take priority in behavioural terms if the biomedical model is seen to fail. Often the biomedical and alternative models of health work in harmony but tension can arise where the biomedical approach is perceived to fail in cases such as AIDS or cancer. Candidates need to relate these factors to the interpretation of behaviour element of the question in order to gain high marks. Descriptions of models of health without reference to behaviour should be awarded a maximum of **[10 marks]**.

Descriptions of stereotypical but relevant views should attract no more than **[3 marks]**.

Culture may also be interpreted as sub cultures related, for example, to gender differences. In Western culture a woman who becomes ill is more likely to interpret this event in terms of its impact on her family and social group, whereas a man in similar circumstances is more likely to be concerned with self and impact on his status at his place of work.

- 11. (a) Explain *two* ways of coping with stress in humans. [10 marks]**

Reference to the paper 2 mark bands may assist awarding of marks.

Possible coping strategies could include drugs, biofeedback and various types of psychological approaches, including cognitive methods. In order to gain high marks, candidates should indicate how their chosen ways actually work. For example the drugs used may include beta blockers that act on the CNS to reduce arousal, while the cognitive techniques of Kobasa and Meichenbaum help to alter the perceptions in demands felt by individuals. If just one method is explained here, then the maximum mark should be limited to **[5 marks]**. Description of two ways of coping without explanation of how they work should receive a markband of **[5 marks]**. A maximum of **[3 marks]** should be awarded if only one method is described without explanation.

- (b) Evaluate the effectiveness of *each* of these two coping strategies. [10 marks]**

Reference to the paper 2 mark bands may assist awarding of marks.

For section (b) evaluation should focus on the relative effectiveness of treatments and any potential undesirable side effects. For example, drugs could be effective only in the short term and yet drug dependency could certainly occur. Biofeedback may be very expensive in the provision of technical equipment, and for some people there is a tendency to become over-dependent on their machines. Candidates may also stress the positive aspects of specific methods – drugs do work in the short term at least and bring considerable relief. In order to gain high marks candidates should demonstrate how well their two approaches work. Moderate answers may focus exclusively on negative or positive aspects, where a more balanced approach could gain rather better marks.

- 12. Describe and evaluate *two* methodologies that are applied in health psychology. [20 marks]**

Refer to the paper 2 mark bands when marking this question.

Candidates should show that the physiological and psychological aspects of health psychology mean that both positivistic and interpretivist methodology can be used in response to this question. It is not necessary to use these actual terms but essays that show awareness of the main types of methodology are more likely to earn higher marks.

One methodology is likely to be the experimental method and most candidates should be able to evaluate this well tried methodology. Astute candidates may be able to show that a downside of the scientific approach lies in its neglect of the psychological aspects involved in thinking, emotion and motivation, in addition to its reliance on a controlled laboratory environment and the consequent lack of ecological validity. Its advantages may be shown by good candidates to include objective quantification leading to accurate predictions and its employment of placebos and double blind tests to obviate participant and experimenter bias.

Qualitative methods can be taken to complement quantitative approaches through such applications as observation, interviews and case studies. Candidates should indicate that the last of these is not limited to one individual. It also applies to an entity such as a hospital, a clinic or a doctor's practice. High scoring essays should also include the point that whichever method is selected there is a "trade off" involved based on its strengths and weaknesses. Therefore, no one method is applicable to all research.

Candidates who focus on just one methodology should be limited to a maximum of **[10 marks]**.

If evaluation is omitted and only one methodology is used candidates should be awarded up to a maximum of **[5 marks]**.

Lifespan psychology

13. Examine controversies related to concepts of adolescence.

[20 marks]

Refer to the paper 2 mark bands when marking this question.

Adolescence may be said to be a social construction and there are discrepant views regarding its existence and nature. Popular conceptions of adolescence include Hall's idea of adolescence as a time of storm and stress; Erikson's conception of adolescence as a time of identity development and normative crisis, and Marcia's development of Erikson's ideas.

Other conceptions of adolescence include various cross-cultural research findings that challenge these theories *e.g.* M Mead's research in Samoa, and Bronfenbrenner's research emphasizing the social context.

Higher band responses **[14 to 20 marks]** will be expected to construct a clear argument supported by research findings, and may include methodological and cultural considerations. Candidates may also be expected to consider how psychological and popular views of adolescence are not always well differentiated. Theories have been extensively applied in education and in parenting without the requisite supporting data.

Mid level responses **[8 to 13 marks]** may also have a good understanding of either the theoretical or research findings but fail to focus on how the theories offered are controversial.

Low-range responses **[0 to 7 marks]** may display only rudimentary, stereotypical understanding of the concept of adolescence, with minimal description of theoretical approaches.

14. (a) Define the term gender identity. [4 marks]

Candidates may draw a distinction between sex and gender, as the terms are commonly taken to refer to biological versus socially determined aspects of gender. Award **[3-4 marks]** for an accurate definition.

If an example is given instead of a definition award a maximum of **[2 marks]**. Award **[1-2 marks]** for a definition that lacks clarity.

(b) Describe and evaluate one research study exploring gender identity. [16 marks]

Refer to the scaled paper 2 mark bands below when marking this part of the question.

A relevant study should be chosen. Answers in the top bands **[11 to 16 marks]** will show a logical structure for evaluation and a clear theoretical framework. Evidence of psychological understanding and depth of analysis would be expected. Evaluation may focus on methodological, ethical and/or cross cultural considerations. Award marks to the first study considered, where more than one is offered.

Answers in the middle bands **[7 to 10 marks]** are likely to demonstrate relevant knowledge but may be somewhat vague in the description of the study or may lack balance between description and evaluation.

Answers in the lower bands **[1 to 6 marks]** will probably produce a mixture of very basic knowledge with anecdotal accounts or descriptions lacking evaluative insights.

Markband

- 0** If the answer does not achieve the standard described in mark band 1-3, a mark of 0 should be recorded.
- 1-2** There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the options. The answer consists of no more than a few relevant facts.
- 3-4** There is little sense of structure in the answer. Although there is an attempt to answer the question, knowledge and understanding of the options is limited, often inaccurate and of marginal relevance to the question. There is no reference to cultural, ethical, gender or methodological considerations.
- 5-6** There is an attempt to structure the answer but it is not sustained throughout the answer. The question is partially addressed, with limited accurate, relevant and factual knowledge and understanding. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 7-8** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.

- 9-10** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 11-13** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the options. The answer contains appropriate analysis, but there may be minor omissions. Evaluation is clear and applied appropriately. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 14-16** The demands of the question are addressed effectively in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding and in-depth analysis. Evaluation is balanced and well-developed. Cultural, ethical, gender or methodological considerations form an integral part of the response.

15. Describe and evaluate *one* explanation of how social development continues throughout the lifespan. [20 marks]

Refer to the paper 2 mark bands when marking this question.

Appropriate content in answers to this question may include, *e.g.* psychosocial identity theory, or adjustment to critical life events explanations. Erikson’s psychosocial theory of personality development is likely to be considered by many candidates but should focus on the impact of social forces in shaping personality rather than simple description of each stage. Essays considering the life events approach to adulthood may offer, for example, use of the Holmes and Rahe Social Readjustment Rating Scale in attempting to classify and measure the effects of life events on personality. Alternatively, accept consideration of specific life events such as unemployment, parenthood, divorce, or loss and bereavement on personality development. In all cases, expect informed discussion in terms of psychological theory and/or research characterizing essays meriting marks in the top bands. A wide range of appropriate alternative material may be offered but should be clearly related to the question under consideration, *i.e.* an explanation for continued social development throughout the lifespan.

Evaluation of explanations should include both strengths and limitations, and may be made in terms of methodological issues, possible cultural bias, empirical support or lack of, relevance of theory to contemporary populations, problems in developing explanations which accommodate individual differences, *etc.*

Answers meriting marks in the top bands [**14 to 20 marks**] will offer a balanced description and evaluation of the selected explanation for social factors affecting development throughout the lifespan, probably offering a definition of social development, to include reference to behaviours, feelings, attitudes or concepts and how these impact on the individual’s relationships with others.

Mid band responses [**11 to 13 marks**] may be characterized by accurate description of the explanation but with minimal evaluation, where the question is addressed, although a logical argument is not sustained throughout the essay. Award a maximum of [**10 marks**] for responses providing only description of relevant theory and/or research, however detailed.

Answers in the lower bands will probably list some relevant theory yet fail to develop an argument relevant to the question.

Psychodynamic psychology

- 16. “Psychodynamic theories emphasize the importance of childhood experience in the development of adult personality.”**

To what extent does psychodynamic psychology provide a satisfactory explanation of the development of personality?

[20 marks]

Refer to the paper 2 mark bands when marking this question.

Candidates may recall that psychodynamic theories share the assumption that adult behaviour and ongoing problems are determined by experiences in early childhood but view it in different ways. On the one hand, absence of radical change after childhood is clearly assumed by pure conflict theorists such as Freud. Object-relations theorists such as Melanie Klein and Winnicott hold that the first two years of life are the most critical for development of the inner core of personality: the way we react to separations is largely determined by our experiences in these first years of life. On the other hand, Erikson argues that personality continues to grow throughout life. Adler and Jung share with Erikson a belief in the forward-moving strengths of the ego. For instance, Jung argues that people are motivated not only by past conflicts but also by their future goals and their desire to fulfill themselves.

Some candidates may consider issues such as the importance of childhood experience in shaping personality. However, alternative psychodynamic theories, or relative comparisons with other approaches (such as cognitive or humanistic theories of personality development) are equally acceptable.

To achieve high marks **[14-20 marks]** candidates should present informed opinions on the effectiveness of psychodynamic theories in explaining the development of personality. A conclusion should be supported by arguments based on at least two theories developed by psychodynamic theorists such as Freud, Adler, Jung, Erikson, Klein, Winnicott.

Middle markband answers will probably demonstrate knowledge and understanding but may be predominantly descriptive. Answers at the highest end of this category will include some evaluation but not in depth, and will be limited to a maximum of **[13 marks]**. Candidates who only present one theory, but in great detail, should also be awarded marks in this band.

Lower markband answers may be purely descriptive. Understanding will be superficial, knowledge limited and of marginal relevance. Answers in this category will be limited to **[7 marks]** maximum.

- 17. To what extent does empirical research provide support for the assertions made by psychodynamic theorists?** **[20 marks]**

Refer to the paper 2 mark bands when marking this question.

Candidates may suggest that psychodynamic theorists have difficulty in clearly meeting empirical standards because their focus is on the unconscious contents and processes of the mind. Psychodynamic methods of collecting data are the target of much criticism because Freud and neo-Freudians relied on clinical observation and interpretation rather than on controlled laboratory investigation.

However, candidates should show an awareness that many psychodynamic concepts have been submitted to experimental testing. For example, studies have provided support for some characteristics of the oral and anal personality types, for the notion that dreams provide an outlet for tension, for the influence of unconscious processes on thoughts and behaviour. Furthermore, some psychologists have tried to validate psychodynamic ideas by using psychodynamic concepts to design personality tests such as the Rorschach Inkblot Test, the Myers-Briggs Type Indicator, the Mandsley Personality Inventory. Research has also been conducted on Erikson's concept of ego identity and there is a great deal of research support for the childhood stages of psychosocial development.

To achieve high marks **[14-20 marks]** candidates must offer a balanced argument – some psychodynamic assertions have been accepted while others have been rejected. Candidates' views should be presented clearly and supported with empirical evidence and sound argument.

Middle markband answers **[8 to 13 marks]** will demonstrate knowledge of the major theories and empirical studies but this knowledge will probably be used in a limited way in support of the answer. Discussion may lack balance and clarity and may be overly descriptive. Responses at the highest end of this category may offer some analysis but it will not be fully developed.

Lower markband answers are likely to demonstrate superficial understanding of the issue. The question will be partially addressed with limited accurate, relevant knowledge to support the answer. Answers in this category will be limited to a maximum of **[7 marks]**.

- 18. (a) Outline one or more techniques used for research in psychodynamic psychology. [6 marks]**

Examiners should be aware that although the case study is likely to be the most popular choice, other techniques such as observation, interviewing, and the experiment could be equally valid. Due to the development of psychodynamic theory within a therapeutic setting, some responses may outline therapeutic procedures (e.g. free association and dream analysis) as research techniques. This type of interpretation is acceptable. Higher marks should be awarded for clarity and relevance rather than choice of any particular research technique. Responses will indicate breadth/depth trade-off decisions.

Award *[5 to 6 marks]* for a clear, accurate outline of one or more relevant techniques. Award *[3 to 4 marks]* for an accurate outline of one or more relevant techniques that lacks clarity. Award *[1 to 2 marks]* for an outline of one or more relevant techniques that lacks accuracy and clarity.

- (b) Evaluate the technique(s) outlined in part (a). [14 marks]**

Refer to the scaled paper 2 mark bands below when marking this part of the question.

The candidate should offer both positive and negative evaluation. If only strengths or limitations are offered, then a maximum of *[7 marks]* may be awarded.

Evaluation may take a variety of forms, for example the historical and cultural influences that operated during Freud's time may have become increasingly less applicable.

Astute candidates may make the point that despite criticism the case study method is capable of providing insights that may not be revealed by other means.

Markbands

- 0** If the answer does not achieve the standard described in mark band 1-3, a mark of 0 should be recorded.
- 1-2** There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the options. The answer consists of no more than a few relevant facts.
- 3-4** There is little sense of structure in the answer. Although there is an attempt to answer the question, knowledge and understanding of the options is limited, often inaccurate and of marginal relevance to the question. There is no reference to cultural, ethical, gender or methodological considerations.
- 5-7** There is an attempt to structure the answer but it is not sustained throughout the answer. The answer contains accurate knowledge and understanding but is mainly descriptive. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.

- 8-9** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 10-11** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the options. The answer contains appropriate analysis, but there may be minor omissions. Evaluation is clear and applied appropriately. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 12-14** The demands of the question are addressed effectively in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding and in-depth analysis. Evaluation is balanced and well-developed. Cultural, ethical, gender or methodological considerations are an integral part of the response.

Social psychology

19. (a) Distinguish between obedience and independent behaviour. [4 marks]

There are several research studies that can be used to answer this question. For obedience: Milgram's series of experiments; Hofling; Meeus and Raaijmakers. Zimbardo's prison simulation can also be offered as a study into obedience; for independent behaviour Gamson *et al*; Gough; Nadler.

“Distinguish between” requires candidates to show a clear understanding of the two terms. Thus in responses meriting **[3 to 4 marks]** there will be a clear statement of the terms. For example, obedience involves behaving as instructed following orders with a sense of compulsion. It does not involve a change of beliefs. It tends to occur in response to individual pressure and can be explained in terms of the agentic state and deindividuation. Independent behaviour is the resistance to obedience. It involves withstanding individual pressure. An independent individual follows his/her own conscience. Answers might also make reference to Milgram's work, showing how some participants were obedient, while others were able to resist and display independent behaviour.

Responses meriting **[1 to 2 marks]** might show reasonable knowledge of each term, but in less detail than those in the band above and fail to make the difference between the terms explicit.

Allow a maximum of **[2 marks]** where only one term is accurately defined.

(b) Describe the research findings of one study of either obedience or independent behaviour. [6 marks]

Award **[5 to 6 marks]** for responses that describe in detail the findings of one study which is clearly relevant to either obedience or independent behaviour. It should be noted that some studies, such as Milgram's series of experiments have investigated both obedience and independent behaviour.

Award **[3 to 4 marks]** for an accurate description of the findings of a relevant study that lacks detail.

Award **[1 to 2 marks]** for responses that offer imprecise descriptions of relevant findings.

Studies of conformity, such as Asch, should attract no marks. Award **[0 marks]** for descriptions of procedures of studies, if findings are not included.

(c) Evaluate applications of the research findings described in part (b). [10 marks]

Reference to the paper 2 mark bands may assist awarding of marks.

Applications of research findings may include techniques to reduce or increase obedience, promote a sense of personal responsibility and even sales techniques. The nature of the applications will depend on the research chosen.

A high markband essay will use the research to consider the strengths and limitations of the applications. Evidence for the evaluation will be clearly identified and explained in essays meriting **[7 to 10 marks]**.

Middle band answers **[4 to 6 marks]** will offer relevant applications of the research findings but evaluation is minimal.

Award **[1 to 3 marks]** for responses that offer applications but make no evaluation.

- 20. Discuss how cultural *and* methodological considerations affect the interpretation of conformity research. [20 marks]**

Refer to the paper 2 mark bands when marking this question.

The term *discuss* asks candidates to give a considered review or balanced discussion when considering the effect of both cultural and methodological factors relating to conformity research.

Methodological considerations might include: research conducted in a laboratory since it lacks ecological validity (*e.g.* the tasks are often very artificial); sampling *etc.*, experimenter bias and demand characteristics. Some candidates may discuss the interpretation of conformity research by considering the context of conformity in different cultural contexts. For example, social desirability of conformity varies between cultures *e.g.* individualism/collectivism. (Bond and Smith replicating an Asch type study showed a great variation.)

High markband answers will both describe the relevant studies and show how both culture and methodology influence our interpretation [**14 to 20 marks**].

Middle markband responses [**8 to 13 marks**], will provide a more descriptive answer, lacking some of the insights and evaluation needed to reach the higher marks. Such answers may describe either some of the methodological problems in the research, or describe some of the cross-cultural research or both in less detail.

Lower markband responses will contain answers that are unable to go beyond the mere description of studies of conformity, with very little (if any) explicit reference to methodology or culture [**0 to 7 marks**].

21. Assess the impact of collective behaviour on the individual.

[20 marks]

Refer to the paper 2 mark bands when marking this question.

Candidates could usefully define collective behaviour in the introduction to their response to this question, with outlines of one or more theories of collective behaviour. Relevant material could include, for example, traditional theories of mob behaviour, or social theories such as deindividuation, diffusion of responsibility, and social identity theories.

Collective behaviours of the crowd may positively or negatively influence the behaviour of the individual, for example, enhancement of social cohesion, lowering the threshold of aggression, decreasing inhibition, lowering concern for social approval, *etc.* More astute candidates may discuss the idea that not all crowd behaviour is homogeneous, and the impact of this on theories of collective behaviour.

The question could also lend itself to an evaluation of the impact of cultural norms; for example, in some collectivist societies it may be considered normal to subscribe to the goals of the group.

Higher level responses **[14 to 20 marks]** will show a clear understanding of how collective behaviour impacts on the individual, explaining the evidence for the assessment made. Both positive and negative influences should be discussed.

Mid level responses **[8 to 13 marks]** should demonstrate a sound knowledge of related theory and research but may only implicitly refer to the impact of crowd behaviour on the individual. Essays at this level may perhaps only refer to negative aspects rather than producing the balanced account expected of a top grade response.

Lower level responses **[0 to 7 marks]** will demonstrate only a superficial knowledge of relevant theory and research, with scant reference to the focus of the question, *i.e.* impact on the individual.
