

# **MARKSCHEME**

**May 2004**

**PSYCHOLOGY**

**Higher Level**

**Paper 3**

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1. (a) **Describe what is meant by the post-modern method of transcribing interviews.** [5 marks]

*Refer to the markbands for paper 3 when marking this question.*

Candidates should indicate that post-modern transcription involves the use of the data presented, whether or not the transcription is from audio or video tapes. The transcription indicates the pauses and lengths of silences, for example, and also includes audio responses that are not necessarily words but utterances such as sighs, ums and ahs. The timbre, volume and speed of response may also be noted. In video transcriptions body language should also be noted.

Examiners should be aware that candidates who focus solely on audio recordings for their transcripts can gain full marks in this question.

Inaccurate interpretations of the term post-modern should receive [0 marks]. A listing of relevant points should be awarded up to [2 marks].

- (b) **Evaluate the use of the post-modern method of transcribing interviews.** [5 marks]

*Refer to the markbands for paper 3 when marking this question.*

Candidates should make it clear that the advantage of the post-modern method is that it enhances the validity of responses to questions. For example skilled researchers may be able to interpret silence as an eloquent response to a specific question. Similarly, increased volume combined with a speedier response may convey anger or frustration. However candidates should also indicate that use of the post-modern method may also lead to a misinterpretation of responses, particularly when the researchers are beginners or do not understand the culture of the respondents being interviewed.

Examiners should award full marks only where the candidate is able to present both advantages and disadvantages of the post-modern method. If only advantages or only disadvantages are presented then award a maximum of [3 marks]. Candidates may still earn maximum marks for this section where one advantage and one disadvantage are evaluated provided these are treated in depth.

2. (a) **When using observation as a research method, account for each of the following:**

- (i) **participant expectancies**
- (ii) **researcher expectancies.**

**[4 marks]**

Candidates should convey the idea that participant expectancies frequently occur when non-participant observation is used as the research method. They may possibly cite the well known Hawthorne effect and this should be awarded credit. Candidates should also indicate that participant expectancies occur whenever audiences are present. For example performance on simple tasks tends to increase. Their presence alters the behaviour of those being watched. Although Hawthorne or other studies may not be cited, provided that candidates convey the relevant ideas mentioned previously they should obtain **[2 marks]**.

Researcher expectancies happen when the observer comes to the investigation with an inbuilt bias that influences his/her interpretation of the data. Candidates should indicate that this means that the research findings are likely to go in a predetermined direction. **[1 mark]** should be awarded for correct definition of the term, and **[1 mark]** for its relevant implication.

(b) **Evaluate how each of the *two* expectancies mentioned above may affect the validity of the research findings.**

**[6 marks]**

Candidates should show that the operation of participant and researcher expectancies may make the resulting findings invalid. They may be invalid because the participant's behaviour is probably untypical of his or her normal behaviour. Such behaviour lacks ecological validity. Biased researchers are almost certain to take a less than objective view of the behaviour that they investigate. Candidates who score highly could demonstrate that performance on cognitively demanding tasks, *e.g.* solving a complex mathematical problem, tends to decrease in the presence of an audience. In each case the researcher's expectancy may be biased and the results may not be valid.

Up to **[3 marks]** should be awarded for the evaluation of each "expectancy".

Responses that do not accurately address validity may be awarded up to **[2 marks]**.

- 3. Explain the process of content analysis as it is applied to printed material (e.g. psychological case studies or data from interviews). [10 marks]**

*Refer to the markbands for paper 3 when marking this question.*

Candidates should show clearly that content analysis is a process that attempts to identify important themes and patterns that occur in the data under consideration. This is usually accomplished by bringing together examples of the same ideas, issues or concepts, and then placing these concepts into coherent categories. Answers that only go this far in their discussion should be awarded a maximum of **[3 marks]**.

The question gives as examples case studies or interview data and it is expected that these will be the normal areas from which candidates select their answers. However candidates could still gain full marks if they chose to focus on other types of printed material.

Content analysis of printed material may be applied for a number of reasons including testing the authenticity of documents, analysing the behavioural patterns of people from the past or assessing the impact of governmental political decisions on people by using documentary evidence.

The process of analysis of printed material usually begins with annotations in the margins, and these are subsequently categorized under appropriate headings. Candidates should indicate that several readings of the printed material are required in order for a thorough analysis to occur, and it is important that the categories are meaningful. High marks may be awarded for candidates who are aware of the inductive aspect of content analysis that is associated with the qualitative approach. The analysis of data uses an interpretivist approach that is not based on a theory. Rather it is the theory that is induced from the data.

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