



MARKSCHEME

November 2008

PSYCHOLOGY

Higher Level

Paper 1

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SECTION A

Biological Perspective

1. Describe *one* contribution that the biological perspective has made to the scientific study of behaviour. **[8 marks]**

Refer to the markbands for paper 1 section A when marking this question.

The question is focused on the *contribution* made by the biological perspective to the scientific study of behaviour.

One type of contribution to the scientific study of behavior focuses on the methods used by the biological perspective, *e.g.* correlational studies, double-blind trials, *etc.*

An alternative type of contribution are the discoveries made through scientific study within the perspective, *e.g.* genetic component in schizophrenia from twin and adoption studies, localization of function in the brain, *etc.*

Candidates are not limited to these examples and any relevant contribution from the biological perspective should be awarded marks providing that it is made relevant.

This short answer question calls for a description so examiners should not be looking for discussion points. Candidates should make their descriptions explicit and should not expect examiners to make assumptions for details that should have been made clear.

Award **[7 to 8 marks]** where the contribution is relevant and the candidate offers a detailed and accurate description.

Award **[4 to 6 marks]** where the contribution is relevant but a limited description is presented.

Award **[1 to 3 marks]** where candidates identify a relevant contribution or provide description of research related to the biological perspective without linking this to the question.

Answers that focus entirely on relevant research methods, but do not apply these to the biological perspective, should be awarded no more than **[1 to 2 marks]**.

Cognitive Perspective

2. (a) Define *ecological validity*.

[2 marks]

Award [2 marks] for a clearly stated and accurate definition of ecological validity. Ecological validity refers to the extent to which research findings can be applied to real life.

Award [1 mark] for a partially correct definition.

(b) Explain how *one* research study from the cognitive perspective lacks ecological validity.

[6 marks]

The answer to the second part of the question should include an accurate explanation of how one cognitive research study lacks ecological validity. For example, some memory or attention studies, or some eyewitness studies by Loftus which were carried out in a laboratory, are claimed to lack ecological validity. Examiners should not expect detailed description of the study but an appropriate explanation of how it lacks ecological validity.

Many research studies impinge on a variety of topics, for example, Bandura's "Bobo Doll" studies, Zimbardo's prison study, Tolman's latent learning studies and Kohler's studies of insight learning, all have cognitive aspects. Such studies may only attract marks if the cognitive aspects are clearly identified.

Award [5 to 6 marks] for answers providing an accurate explanation of how the specific research study lacks ecological validity.

Award [3 to 4 marks] for answers providing a detailed description of an appropriate research study and a limited explanation of how the research lacks ecological validity.

Award marks in the lower bands [1 to 2 marks] for answers describing an appropriate research study without relating it to ecological validity.

Where a study is not demonstrably cognitive award [0 marks].

Learning Perspective

3. Describe *one* theory of behaviour from the learning perspective.

[8 marks]

Refer to the markbands for paper 1 section A when marking this question.

Many theories within the learning perspective are acceptable in response to this question. Some of the more popular may include, but are not limited to, theories of classical conditioning, operant conditioning, latent learning, observational learning, social-learning theory, or imprinting, among others. The question asks for one theory, rather than a study, so marks should be awarded on the basis of description of a specific theory, rather than empirical studies designed to investigate the theory.

Relevant detail, for example underlying assumptions of the theory described, may compensate for a less complete description of the theory itself.

Award *[7 to 8 marks]* for detailed, accurate and coherent description of a relevant theory.

Award *[4 to 6 marks]* for an accurate but less detailed description of a relevant theory.

Award *[1 to 3 marks]* where there is a superficial description of a relevant theory. Responses that describe a study implicitly related to a relevant theory should also be restricted to marks in this range.

Humanistic Perspective

4. Explain *one* strength and *one* limitation of *one* research method (e.g. case study, interview) used by humanistic psychologists. **[8 marks]**

Refer to the markbands for paper 1 section A when marking this question.

Students should clearly explain (give one or more reasons for) one strength and one limitation of an appropriate research method, such as an interview, case study, archival research, or content analysis of therapy sessions.

The humanistic perspective is fundamentally different from the other perspectives. What could be considered as limitations of research methods in other perspectives may actually be strengths of research in humanistic psychology. For example, methods used in humanistic psychology tend to deal with small numbers of participants; consequently answers that suggest that the use of small numbers of participants is necessarily a limitation of research methods such as interviews, case studies, archival research, or content analysis of therapy sessions, should not be awarded more than **[2 marks]** for a limitation. The qualitative methods used by humanistic psychologists rely on rich data that can best be obtained by using in-depth research with few people.

The humanistic perspective focuses on an individual's behaviour and generalization to wide populations is not a goal. Therefore it cannot be reasonably argued that lack of generalizability is a weakness within this perspective.

Award **[7 to 8 marks]** for responses that, for a relevant research method, give appropriate explanation of one strength and one limitation.

Award **[4 to 6 marks]** for responses that describe a strength and a limitation of a relevant research method, but do not explicitly explain why these are a strength and a limitation. Marks should also be awarded in this range where the response is imbalanced between the explanation of the strength and limitation.

Award **[1 to 3 marks]** for responses that merely identify a strength and a limitation of an appropriate research method without any explanation.

If responses focus on therapy rather than a research method, award **[0 marks]**.

Award up to **[4 marks]** where only a strength or a limitation is explained.

Paper 1 section B markbands

In applying the mark bands the concept of “best fit” should be used.

A response that meets most of the statements in a particular band, but not necessarily all, can still be awarded marks in the band.

The band that best fits the response should be determined first. Then, by reference to the band above and the band below, the mark should be determined.

Markband

- 17 to 20** 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.
- 14 to 16** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the perspectives. 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.
- 11 to 13** 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.
- 8 to 10** 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.
- 6 to 7** 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.
- 4 to 5** There is little sense of structure in the answer. Although there is an attempt to answer the question, knowledge and understanding of the perspectives is limited, often inaccurate and of marginal relevance to the question. There is no reference to cultural, ethical, gender or methodological considerations.
- 1 to 3** There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the perspectives. The answer consists of no more than a few relevant facts.
- 0** If the answer does not achieve the standards described in mark bands 1 to 3, a mark of 0 should be recorded.

SECTION B

5. **Examine how any *one* biological correlate of behaviour (e.g. genes, neurotransmitters, hormones) contributes to our understanding of behaviour. [20 marks]**

Refer to the paper 1 section B markbands when marking this question.

The question has deliberately omitted to state whether the behaviour concerned should be focused on human or non-human animal behaviour. This should give candidates a broader field from which to choose; they may of course include both. Responses may refer to contributions to our understanding (e.g. causes) of one or more specific behaviours: one behaviour could be considered in depth or several in less depth for equal credit. Whichever biological correlate is selected, the answer should clearly demonstrate how this specific aspect affects behaviour. Responses may indicate how our restricted knowledge of the processes involved still limits our understanding. For example, the hormone adrenalin (epinephrine) is correlated with an experience of stress. In response to a stressor, activity in the (autonomic) nervous system causes release of adrenalin into the bloodstream from the adrenal glands. Adrenalin binds to specific receptors on particular cells bringing about specific changes within them, together these changes result in the “fight or flight” response whereby the body is prepared for aggressive or evasive behaviour. However, an aggressive or evasive response is inappropriate for many modern-day stressors, such as an examination. An understanding of the biological correlates of stress assists the development of strategies for managing stress.

Award **[14 to 20 marks]** for examination of *one* biological correlate of behaviour that shows how knowledge and understanding of this phenomenon clearly does contribute to our understanding of behaviour.

Award **[8 to 13 marks]** for an examination of an appropriate biological correlate but in which knowledge and understanding demonstrated in the answer are both limited. For example, the response may be uncritical of the contribution of the biological correlate to our understanding of behavior.

Award **[1 to 7 marks]** for a restricted account of a biological correlate that is implicitly relevant, but where attempts to explain its link to behaviour are very tenuous, missing or incorrect. The answers may be very superficial or entirely descriptive.

If more than one biological correlate of behaviour is examined, credit should only be awarded for the first.

6. Describe and evaluate *two* theories from the cognitive perspective. [20 marks]

Refer to the markbands for paper 1 section B when marking this question.

Relevant theories could include cognitive dissonance, working memory model, theories of perception or attention, *etc.* However, other theories focusing on cognitive aspects of behaviour are equally acceptable. Evaluation may address some of the following: strengths and limitations of empirical studies, comprehensiveness, simplicity, possibility of application, assumptions, *etc.* This evaluation may be achieved by comparing the two theories offered, or by using theories from other perspectives, for example, alternative theories of behaviour from the biological, humanistic, socio-cultural and/or learning perspectives. Evaluation may also highlight cultural, ethical, gender or methodological considerations.

Award [**14 to 20 marks**] for answers providing relevant and sound description of two cognitive theories, accompanied by clear evaluation of each of them.

Award [**8 to 13 marks**] for answers providing detailed description of two cognitive theories accompanied by limited evaluation.

Award [**1 to 7 marks**] for answers correctly identifying two appropriate cognitive theories and presenting limited description.

Essays simply describing research studies related to the cognitive perspective, no matter how detailed, should be awarded up to a maximum of [**5 marks**].

Award up to [**10 marks**] for responses that describe and evaluate only one cognitive theory of behaviour.

7. “Findings from psychological research are often applied to address behaviour in real-world settings.”

Discuss two or more applications of one theory from the learning perspective. [20 marks]

Refer to the markbands for paper 1 section B when marking this question.

Most candidates will choose two or more applications from two or more different settings. However, psychological research could be applied in different ways within one setting but with the aim of achieving different goals; for example, in schools operant conditioning could be applied to developing prosocial behavior in children and also in programmed learning. Operant conditioning has also been used in therapy to shape the behaviour of people suffering from schizophrenia. The question requires two or more applications so there may be a breadth versus depth trade-off depending on how many applications are covered.

Discussion of applications could include relative effectiveness of the applications, quality of the research from which the applications are derived, *etc.*

Award **[14 to 20 marks]** for responses where two applications are discussed in detail or where a wider range of applications is surveyed in less depth. Responses should also include value judgments and/or evaluation of each application along with detailed understanding.

Award **[8 to 13 marks]** for responses that address the question in a knowledgeable, although more descriptive, manner. Some relevant discussion is included, although this may be limited.

Award **[1 to 7 marks]** for responses that are overly descriptive of learning perspective research (*i.e.* theories/studies) with limited attention to how these have been applied.

Responses including only one application, however detailed, may earn up to **[10 marks]**.

Where the applications discussed are derived from different theories in the learning perspective, award up to a maximum of **[10 marks]** for the application that most advantages the candidate, making clear on the script the application that has been credited.

8. (a) **Outline *one* theoretical explanation of behaviour from the humanistic perspective.** **[6 marks]**

Examiners should interpret the term “theoretical explanation” broadly. Responses may focus on theoretical explanations offered, for example, by Rogers, Maslow or Frankl; for example, self-actualization, self concept, organismic valuing process, congruence, need for meaning and hierarchy of needs. However, theoretical explanations offered by other humanistic psychologists can be awarded equal credit.

Award **[4 to 6 marks]** for responses that offer an accurate outline of a relevant theoretical explanation.

Award **[2 to 3 marks]** for responses that offer an outline of a relevant theoretical explanation that is not clearly expressed.

Award **[1 mark]** for responses that merely identify a relevant theoretical explanation.

- (b) **Discuss strengths and limitations of *one* theoretical explanation of behaviour from the humanistic perspective.** **[14 marks]**

Refer to the scaled paper 1 section B markbands below when marking this part of the question.

The theoretical explanation discussed in part (b) need not be the same as that outlined in part (a). The command term “discuss” invites a response that offers a balanced view of relative strengths and limitations of a theoretical explanation.

Relevant material may include empirical studies that support or challenge the theoretical explanation, or examples of application of the theory in real life. The strengths of the theoretical explanation could include recognition of the uniqueness of the individual, the potential for change, successful application in therapy, *etc.* The limitations of the theoretical explanation could include lack of empirical research validating the theory, optimism bias, oversimplification or cultural bias in the theory.

Award **[10 to 14 marks]** for responses that offer a clear and balanced discussion of relevant strengths and limitations.

Award **[5 to 9 marks]** for responses that offer detailed description but limited discussion of strengths and limitations.

Award **[1 to 4 marks]** for responses that offer general evaluation points for the humanistic perspective but fail to evaluate the theoretical explanation as required in the question.

Award up to a maximum of **[7 marks]** where only strengths or limitations of an appropriate theoretical explanation are discussed.

Scaled paper 1 section B markbands out of 14

- 12 to 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.
- 10 to 11** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the perspectives. 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.
- 8 to 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.
- 5 to 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.
- 3 to 4** There is little sense of structure in the answer. Although there is an attempt to answer the question, knowledge and understanding of the perspectives is limited, often inaccurate and of marginal relevance to the question. There is no reference to cultural, ethical, gender or methodological considerations.
- 1 to 2** There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the perspectives. The answer consists of no more than a few relevant facts.
- 0** If the answer does not achieve the standard described in mark band 1 to 2, a mark of 0 should be recorded.
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