



MARKSCHEME

November 2009

PSYCHOLOGY

Higher Level

Paper 1

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SECTION A

Paper 1 section A markbands

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

Markband

- 7 to 8** The demands of the question are addressed effectively within a logical structure. The argument is clearly supported by appropriate knowledge and understanding from the perspectives. The answer contains appropriate analysis but there may be minor omissions. At the top of this markband the demands of the question are addressed effectively, in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding, and analysis.
- 5 to 6** At the bottom of this markband the question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive with some implicit analysis that is not sufficiently related to the question. There is a basic structure to the answer. At the top of this markband the demands of the question are addressed, mainly within a logical structure. The response is sufficiently accurate, relevant and adequate to support a sound answer. Analysis may not be well developed.
- 3 to 4** The question is partially addressed, with limited accurate, relevant and factual knowledge and understanding. There is an attempt to structure the answer but it is not sustained throughout the answer.
- 1 to 2** There is an attempt to answer the question, but knowledge and understanding of the perspective is limited, often inaccurate and of marginal relevance to the question.
- 0** If the answer does not achieve the standard described in markband 1 to 2, a mark of 0 should be recorded.

Biological Perspective

1. (a) **Outline *one* psychological study from the biological perspective.** [4 marks]

Reference to the paper 1 section A markbands may assist when awarding marks.

A substantial range of studies is available. Examiners should ensure that the study is from the biological perspective. Since it is an outline that is required, a brief summary is expected – no great amount of detail is necessary.

Award [3 to 4 marks] for a clear outline of the method and findings of an appropriate study.

Award [1 to 2 marks] for a limited outline of the method and findings of an appropriate study, or where the chosen study is only marginally relevant to the biological perspective.

- (b) **Explain one strength *or* one limitation of the method used in the study outlined in part (a).** [4 marks]

Reference to the paper 1 section A markbands may assist when awarding marks.

Only one strength or one limitation of the research method is needed. Strengths of the research method could include the accuracy and reliability of the research method. Limitations could include the lack of ecological validity that may occur or the doubtful validity of the sampling method.

No credit should be given for information that is not relevant to the method, or which goes beyond the one strength or one limitation that has been identified.

Award [3 to 4 marks] for a relevant explanation of one strength or limitation of the research method.

Award [1 to 2 marks] for an explanation that is limited in content or quality.

Cognitive Perspective

2. Explain *one* methodological consideration related to a research study from the cognitive perspective. *[8 marks]*

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

The cognitive perspective has become quite broad and has intermingled with other areas of psychology (*e.g.* cognitive neuroscience, social cognition, cognitive behavioural therapies). Therefore, a wide range of possible studies are acceptable in response to this question, as long as the cognitive attributes of the study are made explicit.

A number of different methodological considerations can be explained. These may include, but are not limited to:

- lack of ecological validity in experimental research
- problems of reliability, replication and time costs.

Award *[7 to 8 marks]* for responses that offer a clear and relevant explanation of one methodological consideration explicitly related to a research study from the cognitive perspective.

Award *[4 to 6 marks]* for responses where one relevant methodological consideration is described but limited explanation is provided and is implicitly related to the study.

Award *[1 to 3 marks]* for responses providing limited description of one methodological consideration characteristic of the cognitive perspective or for responses addressing general methodological considerations (*e.g.* researcher bias or ecological validity) without relating them to a study from the cognitive perspective. If responses provide a description of an appropriate research study without addressing the question, then marks should be awarded in this band, no matter how detailed the description.

Learning Perspective

3. Explain how *one* key concept from the learning perspective relates to determinism. [8 marks]

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

Responses could take the approach of explaining how determinism is demonstrated in one key concept or how determinism is ignored or discounted. Assertions made by candidates should be supported by knowledge and understanding. Likely responses could include, but are not limited to, theories of conditioning, such as Pavlov's classical conditioning, demonstrating that behaviour may be contingent upon a stimulus from the environment. Theories of observational learning may also be used in the context of this question. Determinism has been demonstrated in some modelling or social learning theories.

Award [7 to 8 marks] where responses explicitly link determinism to a concept relevant to the learning perspective.

Award [4 to 6 marks] for responses that are more descriptive of the concept with limited explanation of how determinism relates to the concept.

Award [1 to 3 marks] for descriptive accounts of a relevant concept with no reference to determinism. Responses addressing determinism but not relating to a concept from the learning perspective should also be awarded marks in this range.

Humanistic Perspective

4. Explain *one* contribution of the humanistic perspective to the study of behaviour. [8 marks]

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

This question may be approached in several ways, for example by addressing methodological considerations, basic assumptions that underlie the perspective, key concepts or personality theories, but the focus should be on the contribution to the study of behaviour.

Responses may focus on the use of qualitative research methods such as the interview or content analysis of therapy sessions as employed by Rogers, or key concepts such as meaningfulness, the self, or self-actualization. For example, the phenomenological approach to working with clients has meant that the need for credibility – that is, a confirmation from the client that the observer’s conclusions are indeed how the client felt – has redefined our understanding of “validity”.

The humanistic perspective’s focus on behaviour of the individual influenced psychological research and the political climate of the USA in the 1960s where there was a shift in emphasis onto the importance of the individual.

Award [7 to 8 marks] to responses that both identify a contribution and explain the link to the study of behaviour.

Award [4 to 6 marks] for responses that are mainly descriptive of relevant humanistic psychology without explicitly addressing its contribution to the study of behaviour.

Award [1 to 3 marks] for responses that contain relevant descriptive knowledge but do not relate this as a contribution to the study of behaviour.

SECTION B

Paper 1 section B markbands

In applying the markbands 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 markband. The markband that best fits the response should be determined first. Then, by reference to the markband above and the markband 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 standard described in markband 1 to 3, a mark of 0 should be recorded.

- 5. Discuss strengths *and* limitations of *one* explanation of behaviour from the biological perspective.** **[20 marks]**

Refer to the paper 1 section B markbands when awarding marks.

A wide range of relevant explanations of behaviour is available, for example brain injuries, influence of hormones, genetic influences. The question is concerned with discussion of strengths and limitations and these should be presented in a coherent manner and not simply offered as a list with short descriptions of each point.

Award **[14 to 20 marks]** for relevant strengths and limitations well discussed in relation to one explanation of behaviour from the biological perspective.

Award **[8 to 13 marks]** for one relevant explanation of behaviour from the biological perspective and limited discussion of related strengths and limitations.

Award **[1 to 7 marks]** for a descriptive account of an explanation of behaviour from the biological perspective with no reference to relevant strengths and weaknesses.

6. Explain how cultural considerations may affect interpretation of behaviour from the cognitive perspective. **[20 marks]**

Refer to the paper 1 section B markbands when awarding marks.

Cultural considerations may include:

- addressing the cultural biases of researchers in the cognitive perspective (*e.g.* differences in IQ scores of people from different cultures were interpreted in a biased manner)
- cross-cultural validation of cognitive theories (*e.g.* cultural considerations related to the self-concept, or cultural differences in perception of visual illusions)
- how cultural considerations affect the choice of methods used (*e.g.* the focus on methods that deal with individuals as opposed to those that deal with groups).

Award **[14 to 20 marks]** for responses clearly explaining how cultural considerations may affect interpretation of behaviour from cognitive psychology.

Award **[8 to 13 marks]** for responses that adequately describe cultural considerations that are relevant for cognitive psychology, and provide limited explanation of their effect on interpretation of behaviour.

Award **[1 to 7 marks]** for responses that offer a basic and superficial outline of general cultural considerations or responses that provide a descriptive account of cognitive interpretation of behaviour without reference to cultural considerations.

- 7. To what extent is the learning perspective effective in explaining *one* psychological or social question?** **[20 marks]**

Refer to the paper 1 section B markbands when awarding marks.

A wide variety of topics is available. Students are required to demonstrate sound knowledge and understanding of their chosen psychological or social question. Evaluation may be shown by comparing the question with that of another perspective and/or evaluating the question from within the learning perspective.

Award **[14 to 20 marks]** for an informed discussion or argument concerned with the learning perspective and its effectiveness in explaining the psychological/social question. There should be a clear conclusion indicating the extent to which the learning perspective does explain the psychological/social question.

Award **[8 to 13 marks]** for an overly descriptive account of how the learning perspective explains one psychological or social question but with limited reference to the extent to which it is effective.

Award **[1 to 7 marks]** where responses address the question at a rudimentary level. Responses describe the learning perspective without relating it to a psychological or social question.

8. Evaluate one or more humanistic explanations of behaviour.

[20 marks]

Refer to the paper 1 section B markbands when awarding marks.

“Explanations” may be interpreted as a broad theory such as Rogers’ self theory, or a key concept such as congruence. One explanation may be evaluated in detail, or more than one explanation may be evaluated in less detail for equal credit.

Evaluation of humanistic explanations may include:

- impact of the use of a qualitative approach to research
- attempt not to objectify the individual
- optimistic nature of the perspective
- openness/empathy which attempts to avoid labelling
- reliance on self-reporting devices
- cross-cultural application
- difficulties of defining and measuring concepts such as actualization, meaningfulness, and congruence.

Award **[14 to 20 marks]** for responses that provide a well developed evaluation of one or more humanistic explanations of behaviour.

Award **[8 to 13 marks]** for descriptive responses of one or more humanistic explanations of behaviour that provide a limited evaluation.

Award **[1 to 7 marks]** for responses that provide a limited description of humanistic explanations of behaviour and that may give an evaluation that is of marginal relevance.
