

MARKSCHEME

November 2001

PSYCHOLOGY

Higher and Standard Level

Paper 1

1. (a) **Select *one* major theorist within the humanistic perspective and describe ways in which her/his work represents various cultural traditions.** [25 marks]

Examiners can expect to see Rogers and Maslow mentioned in most answers; Kelly may also, for the purpose of this essay and under the right conditions, be shown to be a humanistic psychologist. The point is that there must be some justification for suggesting that a theorist is indeed representative of the humanistic approach. Furthermore, an attempt *must* be made to show the ways in which they represent various cultural traditions in order for marks to be awarded.

- (b) **In comparison with the methods of other perspectives, (investigative techniques, data collection and analysis), assess the relative effectiveness of the methods associated with the theorist you have selected in part (a).** [25 marks]

The word “assess” is defined in the Psychology Guide, and candidates are expected to know what it entails. Look for a clear weighing up of evidence leading to an appropriate conclusion. Effectiveness may be treated in a variety of ways, and answers attracting marks in the higher bands are likely to attempt to define the term before applying it. Therapeutic techniques may be made relevant in this question but *must* be discussed in terms of the range of methods used within the humanistic perspective. Candidates should not be awarded more than [10 marks] if they only *describe* rather than assess methods.

2. **The cognitive perspective has explanations for phenomena such as memory, visual perception and language acquisition.**

- (a) **With reference to appropriate theory and/or research, outline cognitive explanations for any *two* psychological phenomena.** [25 marks]

A straightforward injunction, “outline” requires of the candidate a clearly described summary of the main points of the two chosen explanations. Marks in the higher bands may be awarded to accounts *explicitly* placing explanations within a cognitive framework. *All* responses to this question require reference to appropriate theory/research in order to earn marks.

- (b) **Critically evaluate these explanations.** [25 marks]

Evaluation may take the form of discussion of the strengths and/or limitations of explanations from this perspective; research evidence both for and against the explanation; the contributions of contrasting perspectives to our understanding of the phenomena; methodological limitations, *etc.* Examiners should award full marks for well constructed essays which are grounded in theory and evaluative commentary.

3. To what extent do cultural assumptions limit the universal application of the behavioural perspective?

[50 marks]

“To what extent” implies a debate of some kind, so candidates are expected to acknowledge the existence of opposing views, and produce an argument supported with as much sound evidence as possible. Competent essays might address, amongst other things, the influence of positivism, the growing respectability of science, the concurrent rejection of previously accepted customs and traditional beliefs, and a movement away from an earlier reliance upon philosophical argument rather than empirical evidence. Some of these cultural assumptions may include the application of animal research to human behaviour; the reductionist approach being questioned by a more holistic approach; the idea of encouraging cultural change as opposed to preserving stability of culture, *etc.* These assumptions need to be expressed in precise terms rather than vague generalities, if candidates are to be awarded marks.

4. Different perspectives tend to use particular methodologies as a way of investigating behaviour. Choose *two* perspectives and compare the methodologies which they use.

[50 marks]

In this question candidates are required to compare methodologies between perspectives. References to therapies should not be awarded marks unless they are explicitly related to investigative methodologies. Thus candidates selecting the psychodynamic perspective may choose to focus on case studies and observation. Similarly, those choosing the behavioural perspective may write about experimental and observational techniques. Whichever two perspectives are selected, candidates should provide examples which demonstrate both contrast and similarity. For example, Erikson used both observational and interview methods in his study of Sioux Indians, whereas Watson & Raynor used experimental and observational techniques to study Little Albert.

If candidates select only one perspective a maximum of **[25 marks]** may be awarded.

5. How effective is the psychodynamic perspective in explaining *one* of the following:

- i aggression
- ii gender roles
- iii social change?

[50 marks]

With reference to the psychodynamic perspective, candidates must choose **one** of the above. What matters is the candidate's attention to the stated word *effectiveness*. The word effectiveness may be interpreted in many different ways, for example, are the perspective's theories/models useful, testable, plausible and comprehensive? Few, if any, marks should be awarded to essays which largely ignore the concept of effectiveness. Any essay simply describing the psychodynamic perspective without addressing the question should receive no marks. For maximum marks, candidates, must point out the strengths and limitations of the psychodynamic perspective's explanation of their chosen psychological or social issue. An essay which is largely descriptive should be awarded a maximum of [25 marks]. Essays should acknowledge that the psychodynamic perspective comprises more than Freudian theory.

6. (a) Explain the key concepts used in any *two* theories within the cognitive perspective, for example, theories of memory, visual perception, or language acquisition.

[25 marks]

This question is asking for concepts which are specific to the cognitive perspective, although some may be "borrowed" from other areas. Candidates should confine their remarks about conceptual links to part (b), although some overlap between both parts may occur. If concepts from other perspectives are mentioned then award credit only when it is clear that they have a direct bearing on defining cognitive science. There are many appropriate concepts, including those related to the methodologies employed by cognitive psychologists. For full marks for part (a) [25 marks] candidates must explicitly identify the *key* concepts and not vaguely related ones. At least two theories should be referred to (including, amongst others, theories of memory, of language processing, of visual perception and of problem solving). Theories of development can only be considered if they are cognitive developmental theories, and the cognitive *processing* of information is made explicit. Examiners should be aware that candidates may choose either two theories from within one topic, *e.g.* memory or across two topics *e.g.* visual perception and language acquisition. Either could be made appropriate.

(b) Evaluate the usefulness of your selected key concepts in helping to explain the chosen theories.

[25 marks]

Here candidates are expected to consider the role of key concepts in their selected theoretical explanations. Thus answers should examine specific examples of theory/research rather than producing more general comments about the perspective. As the focus is on evaluation, *e.g.* strengths and limitations, methodological considerations, possible omission of relevant factors in explaining human behaviour, practical and ethical implications, *etc.*, answers omitting this skill should not be credited with marks.
