

MARKSCHEME

November 2003

PSYCHOLOGY

Higher Level and Standard Level

Paper 2

Comparative Psychology

1. **To what extent can altruism in animals be seen as an evolutionary advantage?** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

Responses should make clear what they mean by altruism and explain this in terms of reproductive fitness - the ability to reproduce successfully at some cost to the helper. Better responses will demonstrate to examiners a knowledge of different kinds of altruism, including reciprocal altruism and induced altruism. The former is exemplified by vampire bats (Wilkinson) in their exchange of regurgitated food when individual bats have been unsuccessful in their foraging. High scoring responses should also discuss why altruism is beneficial in evolutionary terms and this will probably be explained by referring to the downside of “cheating”, not returning favours, and the implications this has for survival. Games theory and the prisoner’s dilemma (Axelrod and Hamilton) offer useful explanations for this behavioural phenomena.

Induced altruism usually occurs between species, and is sometimes known as social parasitism or manipulation. The classic case is shown by most species of cuckoos and also by cowbirds both of which use brood parasitism. Holldober’s work with the larvae of the *Atemelles* beetle which mimics the behaviour of ants to obtain food from them is also relevant.

It is likely that average responses will focus mainly on the shared genes argument proposed by Dawkins where altruism is shown mainly by closely related family members, *e.g.* the Florida scrub jay or Belding’s ground squirrels. Responses that merely describe incidents of altruistic behaviour but do not discuss the evolutionary advantages, should be limited to a maximum of **[10 marks]**.

2. **Compare and contrast any *two* mating strategies in non-human animals (e.g. monogamy and polygyny).** [20 marks]

Refer to the markbands for paper 2 when marking this question.

Candidates may also choose polyandry as one of the mating strategies. Past experience suggests that candidates who may not have dealt with comparative psychology are also tempted to answer this type of question. In such circumstances the word “strategy” is often misconstrued and graphic examples of actual mating behaviour are offered. Unless in the response these are related directly to mating strategies they should not be awarded credit. Reference to human behaviour should also not attract marks since this is irrelevant to the question. Responses should describe the mating strategies clearly and use apt examples to illustrate points made. If essays are limited to descriptive content alone they should be given a maximum of [10 marks].

Higher marks should be reserved for responses which include relevant discussion of both similarities and difficulties. For example a monogamous strategy limits the gene pool to those derived from the two parents alone, and also usually results in the production of very few offspring per season. There is however, a very good chance that those offspring will survive until they reach sexual maturity. In contrast polygynous behaviour gives rise to a larger gene pool among the resulting offspring, of whom a good proportion may survive despite large losses due to predators or poor environmental factors. Some astute responses may be able to include examples of sneak copulations or sperm competition or other ways in which both male and female animals can circumvent the mating strategies associated with their species.

3. **Discuss inter and intra-species communication between non-human animals in their natural environment.** [20 marks]

Refer to the markbands for paper 2 when marking this question.

There are a substantial number of examples but good responses will be clearly structured which examiners should have no difficulty in following. For example, the three senses – olfactory, auditory and visual could be used and the priority for their uses could be explored in terms of the environment in which animals operate. Both inter and intra species communication should be considered. If only one of these is present, then a maximum of [10 marks] should be awarded.

Weak answers are likely to be purely descriptive and in this case a maximum of [10 marks] should be awarded. The question calls for a discussion so that responses should also comment on the possible reasons for such modes of communication. For intra species communication, examples such as the peacock’s visual display could be explained by female selection of the greatest handicapped, yet apparently fittest, male. Numerous bird species use different communication modes. Inter species communication is exemplified by the stotting behaviour of Thompson’s gazelle, or other signs of fitness demonstrated by prey animals towards their predators. High scoring answers should discuss the possible reasons for such communication and its place in evolution.

Cultural Psychology

4. (a) Define *schema*. [2 marks]

Part (a) requires candidates to give a clear and precise definition of *schema*. [2 marks] should be awarded to responses that provide a focused definition, such as a mental representation or cognitive structure that allows humans to categorize and organize knowledge. Award [1 mark] for less precise responses that still address the term, such as expectations about a phenomenon. Award no marks for general answers that do not clearly define this term within a psychological framework.

(b) Outline *one* psychological phenomenon studied by cultural psychology (e.g. communication, the self, or cultural identity) and explain how this phenomenon is influenced by schema. [8 marks]

Part (b) asks candidates to give a brief summary of one psychological phenomenon and then explain the role of schema. Any of a number of relevant psychological phenomena could be appropriate, including but not limited to ones such as communication, the self and cultural identity, or gender. High marks [6 to 8 marks] should be awarded for responses that are focused on one psychological phenomenon and the appropriate application of schema theory to it. Any further phenomenon discussed past the first one given should be awarded no credit. Middle marks [3 to 5 marks] are awarded for less thorough responses or responses that may outline the phenomenon but do not appropriately explain the influence of schema on it. Low marks [0 to 2 marks] should be awarded for answers that are missing either one or both of the requirements as outlined in the question.

(c) Evaluate the explanation you have given in part (b). [10 marks]

Part (c) requires an appraisal of the explanation given in part (b). Responses must come to an informed conclusion by weighing the evidence for and against this explanation. Award high marks [8 to 10 marks] for responses that accomplish this by providing coherent evaluative argument, which could be based on alternative explanations. Middle marks [4 to 7 marks] should be awarded for responses that provide evaluation that is appropriate, but not as thorough, coherent or well-supported. Award lowest marks [0 to 3 marks] for vague answers that only tangentially address the requirements of the question.

5. **Examine ways in which research issues in cross-cultural psychology challenge the validity of research findings.** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

Award marks in the highest markbands **[14 to 20 marks]** for responses that critically examine the challenges in cross-cultural research. Responses should include discussion of a range of research issues, such as language barriers, translation, cultural bias, generalizations, *etc.* More than one issue must be addressed for highest marks. Responses written in depth or those written in breadth could both earn marks in the highest markbands, with neither type of response receiving more credit than the other. Responses in this markband will also competently address how each issue affects the validity of research and/or the interrelationship between these issues and the research findings *e.g.* a cultural bias in terms of individualism may lead to claims by actual research findings.

Award middle marks **[6 to 13 marks]** for answers that address multiple issues, but lack depth or breadth characteristic of higher marks. Lowest marks **[0 to 5 marks]** are awarded for responses that address the question in a cursory and/or inaccurate manner. Award low marks for responses that address only one methodological issue.

6. **Analyse how differences in communication affect interactions between people in international settings.** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

This question requires candidates to develop a closely argued analysis of how communication differs between various cultures around the world and then discuss how these differences affect interaction. Topics in cross-cultural communication that may be appropriate could include: high context versus low context, self-disclosure, directness, on differences in non-verbal communication.

Award highest marks **[14 to 20 marks]** for responses that thoroughly cover a range of differences and then use this to argue how international communication could be affected. Candidates may base the differences on broader cultural dimensions such as individualism and collectivism. However strong responses may discuss these as a foundation for differences in communication rather than basic discussion of general cultural differences.

Middle marks **[6 to 13 marks]** will be characterized by solid discussion of differences in communication but may not thoroughly apply these to international interaction.

Award low marks **[0 to 5 marks]** for poorly descriptive accounts of communication and/or essays focusing on general cultural differences (individualism - collectivism) not framed in terms of communication. Low marks should also be awarded for essays not placing communication in the context of international settings.

Dysfunctional Behaviour

7. (a) Describe *one* empirical study of a treatment for dysfunctional behaviour. **[8 marks]**

Reference to the paper 2 markbands may assist awarding of marks.

In order to earn high marks **[6 to 8 marks]** responses must accurately describe a relevant empirical study that investigated a psychological treatment or therapy. Description could include brief, yet accurate, reference to the aims, methods, and results/implications of the study.

Marks in the **[1 to 5 marks]** range for essays providing a more basic description of the study or where the response does not provide a balanced description (e.g., the response describes the methods in detail, but does not describe the aim and/or results/implications).

- (b) Discuss ethical considerations that have affected the interpretation of the results from the empirical study described in part (a). **[12 marks]**

Reference to the paper 2 markbands may assist awarding of marks.

Treatments or therapies offer a wide array of possible criticism from an ethical standpoint. Some areas that could be addressed might include possible side-effects of the treatment or the use of drug treatments that may treat the symptoms but not the causal factors.

Award marks in the **[8 to 12 marks]** range when responses provide accurate, relevant and thorough discussion of the ethical considerations of the study described in (a). Essays in this range should also provide an appraisal of the study and might do so by discussing the benefits that came out of the study in spite of the ethical considerations. Responses might also discuss the time period in which the study took place, thereby making reference to the ethical guidelines that were in place at the time the study was conducted.

Marks of **[4 to 7 marks]** should be awarded when responses discuss relevant ethical issues, but make weaker appraisal and/or are less thorough than those in the highest range.

Award **[1 to 3 marks]** marks for general, yet somewhat relevant, statements about research into treatments without reference to the study in (a).

Award up to **[4 marks]** for responses that describe relevant ethical considerations without discussing the affect they have on the interpretation of the results of the study described in part (a).

8. **Assess how the basic assumptions of *two* models of dysfunctional behaviour have influenced the effectiveness of each model's explanation of dysfunctional behaviour.** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

This question requires the candidates to clearly and accurately describe the basic assumptions that underlie two models of dysfunctional behaviour and then use this information to assess how these views have influenced the effectiveness of each model's explanations of dysfunctional behaviour. The term assess requires that candidates identify and explain the evidence in their argument. Responses should make clear how the strengths and limitations of the basic assumptions have influenced each model's interpretation. It should be noted that this question is asking about specific models rather than treatments and/or therapies. Responses that discuss only treatments and/or therapies without reference to the model should be awarded no marks.

Award marks in the **[14 to 20 marks]** range where responses clearly and accurately judge the effect that the basic assumptions have had on the effectiveness of each model's explanation. Award marks in this range for responses that provide a balanced assessment of how both the strengths and weaknesses influence the effectiveness. Effectiveness should be defined by responses in this markband in order to frame their assessment.

Award marks in the **[6 to 13 marks]** band where responses have addressed the basic assumptions underlying each model, but have not addressed how they affect each model's interpretation as completely or thoroughly as those in the highest markband. Responses may have addressed only the weaknesses or strengths, but may not have addressed both, thus providing an unbalanced account.

Responses earning marks in the lowest range **[1 to 5 marks]** might provide a superficial account of the basic assumptions of each but do not address the resultant impact on the effectiveness of the model.

Award a maximum of **[10 marks]** for responses that thoroughly address only one model.

9. (a) **Within the study of dysfunctional behaviour, psychologists attempt to construct possible etiologies for dysfunctional behaviour.**

Define the term *etiology*.

[2 marks]

Award **[2 marks]** for a precise and accurate definition of etiology. Responses should indicate that an etiology is a possible causal factor or origin of dysfunctional behaviour.

Award **[1 mark]** when the definition is correct, yet less precise, e.g. “It’s why a disorder happens”.

- (b) **For *one* dysfunctional behaviour, describe *two* possible etiologies that have been developed by psychologists.**

[8 marks]

Candidates are free to choose any relevant dysfunctional behaviour; however, the best responses will use a disorder that has two different, clearly defined possible etiologies. It would be appropriate for responses to frame the etiologies in terms of models of dysfunctional behaviour, for example, behavioural, cognitive, biomedical, etc. It is acceptable to choose two distinct etiologies from within the same model, or two with each from a different model.

Description of each of the relevant etiologies is out of **[4 marks]**. Award **[3 to 4 marks]** marks for a relevant, thorough and accurate description of each etiology. Responses earning marks in this range might accurately frame the etiology in the context of the model in which it was developed.

Award **[1 to 2 marks]** for relevant description that is somewhat less accurate and/or less thorough. Responses that fall into this range might be characterized by more general discussion of the relevant etiologies.

Award no marks for descriptions of etiologies that are not relevant to the dysfunctional behaviour or if the response has not made reference to a specific disorder.

- (c) **Evaluate each of the etiologies described in part (b).** **[10 marks]**

Reference to the paper 2 markbands may assist awarding of marks.

There are several ways in which the selected etiologies might be evaluated. It is acceptable for candidates to evaluate each by comparing it to the other etiology described in (b), or by addressing strengths and weaknesses of each. Candidates may also choose to evaluate the effectiveness of each etiology as a possible theory of causal factor(s). In this case, more astute responses might define effectiveness and then use that definition as a framework for evaluation - although this is not required to earn the highest marks. It may also be appropriate to frame the evaluative argument in terms of culture, ethics, gender or methodology used to develop the theory.

To earn marks in the **[7 to 10 marks]** range, responses should provide an appraisal of each etiology that is relevant, accurate and thorough. Essays in this range should discuss possible strengths, limitations and/or implications of each. Award marks in this range when responses weigh the evidence for the specific etiology.

Award **[4 to 6 marks]** for responses that offer relevant and accurate evaluation and appraisal but do so less thoroughly. The points on which each etiology is evaluated may be less focused, however they should still be relevant.

Award **[1 to 3 marks]** when responses provide brief evaluation of the etiology that is less justified and/or accurate. Responses which offer no appraisal of the two etiologies should be awarded marks in this range.

Where responses evaluate only one of the etiologies a maximum of **[5 marks]** may be awarded.

Health Psychology

10. (a) Distinguish between substance use and substance misuse. [6 marks]

Part (a) requires that candidates make clear the distinction between substance use and misuse. Award high marks **[5 to 6 marks]** for responses that clearly and appropriately define each and make clear the similarities/differences between them. Award middle marks **[2 to 4 marks]** for appropriate definitions of the two terms, that do not draw attention to the similarities/differences between the terms. Award lowest marks **[0 to 1 mark]** for answers that only vaguely define each term and fail to address the similarities/differences between them.

(b) Select *one* addictive behaviour and identify and evaluate *two* treatment strategies for substance misuse. [14 marks]

In part (b), candidates must choose one addictive behaviour, such as smoking, alcoholism, eating disorders, Internet addiction, *etc.*. Subsequent addictive behaviour discussed after the first one should be awarded no credit. Award highest marks **[10 to 14 marks]** for responses that clearly and appropriately identify one type of addictive behaviour, identify two appropriate treatment/therapy strategies, and competently evaluate each strategy. Award middle marks **[5 to 9 marks]** for responses that show some knowledge of the addictive behaviour and or treatment/therapy strategies, but do not fully support or evaluate them. Award lowest marks **[0 to 4 marks]** when there is no evaluation, or cursory knowledge is demonstrated.

11. Describe and evaluate physiological and psychological aspects of stress. [20 marks]

Refer to the markbands for paper 2 when marking this question.

The question requires candidates to give a clear portrayal of both physiological and psychological aspects of stress as well as appropriate evaluation of each. Award highest marks **[14 to 20 marks]** to responses that meet these requirements by giving detailed, coherent and appropriate evidence. Responses earning marks in this markband may choose to frame their discussion in a theoretical framework such as General Adaptation Syndrome, fight or flight models, or life events theory, although this is not explicitly required in the question. Physiological aspects such as temperature, noise level, jet lag, *etc.* and psychological aspects such as decision making, life stressors, or pressure may be appropriate. Top mark responses should find an appropriate balance between description and evaluation.

Award middle marks **[6 to 13 marks]** for answers that address the requirements of the question in a competent although not necessarily thorough manner. Responses in this band may be overly descriptive but still have some evaluative argument as well.

Answers that only address physiological or psychological aspects should be awarded no more than **[10 marks]**.

- 12. Describe and evaluate how the application of research findings in health psychology leads to a healthier lifestyle.** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

The question focuses on the application of research findings and not on the experiments or investigations that led up to the findings. Candidates may choose any findings that involve health psychology, but examiners should note that this is a question about psychology and not solely concerned with biology or medicine. If an answer describes biological or medical findings without reference to the psychological aspects it should be given no more than **[5 marks]**. Better answers may involve, for example, reasonable exercises that lead to healthier body and mental processing, activities that bring stress levels to within healthy limits, factors that explain why some people are good at adhering to a therapeutic regime following injury or illness while others are not.

Evaluation of such applications may either focus on the descriptions presented above or may deal with further examples. Findings may be age related or restricted to specific cultures or subcultures. For example, recommended exercises based on research with under 40's may not be quite relevant for the over 70's, adherence to a therapeutic regime may be undertaken on a strict basis by a middle class woman but ignored by a teenage member of a male street gang. Findings are not necessarily universally applicable nor show the same degree of consistency as a recommended diet regime. High scoring responses will show an awareness of similar examples.

Lifespan Psychology

13. (a) **Examine controversies related to concepts of adolescence.** [12 marks]

Reference to the paper 2 markbands may assist awarding of marks.

Some important themes that may be addressed, among others, are the influence of cohorts, the ethnic/cultural/socioeconomic differences in the manifestation of adolescent adjustment and even the questionable nature of adolescence as a universal phenomenon. Westerners think of adolescence as an inevitable stage in the lifespan frequently marked by confusion and rebelliousness. Physical maturity may require a definition of relationships with adults and emotional distancing from parents. However, there are indications that the majority of teenagers do not go through the discontinuity in development and lack of connection to parents that the “storm and stress” theories suggested in the past. Responses may refer to research by Bandura, Coleman, Hendrik, Offer and Offer, Dusek and Flaherty among many others. Answers in the top bands should contain empirical evidence and refer to at least two empirical studies but more may be briefly described. Credit criticism of methodology and interpretation attached to the findings. Give marks in the middle bands to answers that may contain descriptive material with some coverage of underlying assumptions. Responses that describe theories without examining them should not obtain more than [4 marks].

- (b) **Explain how cultural considerations affect our understanding of adolescence.** [8 marks]

Reference to the paper 2 markbands may assist awarding of marks.

Cross-cultural research (Bronfenbrenner) emphasizes social context and its influence on development. Some cultures provide adolescents with experiences that mark the entry into the adult world thereby minimizing “turmoil”. Expectations on the part of parents and discontinuity between childhood and adult life may affect the level of anxiety in the transition. In more “developed” societies important vocational decisions are a source of stress when many choices are available. Socioeconomic differences are also considered cultural differences. Considerations of ethnic differences in identity formation (Phinney) and in family structure may be included. Isolated nuclear family type of structure may encourage collision due to strong attachment between parents and adolescents. The above or similar considerations could be offered. At least two cultural considerations should be offered and explained in depth for marks in the top bands. If only one consideration is explained, award a maximum of [4 marks].

14. (a) **Describe *two* examples of psychological research into attachment and separation.** **[12 marks]**

Answers in the higher bands would include theoretical views on attachment as well as identify empirical research, which may include the work of Bowlby, Ainsworth, Spitz, Kaplan, Hazen and Shaver, Simpson and others. A definition of attachment with a clear theoretical framework should precede the description of empirical findings and should get no more than **[2 marks]**. Two psychological studies or theories should be chosen and described in detail.

- (b) **Discuss cultural variation in attachment patterns.** **[8 marks]**

Reference to the paper 2 markbands may assist awarding of marks.

Cultural variations in attachment have been identified. German children in some empirical studies are shown to display more “independence” (which might be labeled as insecure/avoidant (Groomsman)). Japanese babies get so upset about being separated from their mothers that the strange situation experiment has to be discontinued. Israeli children raised in Kibbutz follow a different type of attachment pattern. Day care children may react with independence and reliance to the mother’s return, again risking the label of “insecure”. The Efe pygmies (Tronick) develop strong group identification, beyond the “nuclear” family members. Answers in the top bands would include at least 2 of the above or similar patterns of attachment. Culturally sensitive responses may indicate that different societies reinforce patterns of attachment that may be adaptive for such groups. Evaluation may refer to methodological difficulties in setting up comparable experiences in different cultures, ethical concerns about separation studies or other similar concerns. Mid-band responses may offer theoretical considerations with limited reference to supporting evidence and limited evaluation. Assign marks in the lower bands to answers which fail to develop an appropriate argument and contain mostly descriptive comments.

- 15. Assess the effectiveness of *two* research methods used in life span studies in psychology.** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

Candidates should focus on two methods only. The focus is on methods but reference to specific studies may help candidates highlight the method's effectiveness (or lack of it). Names or researchers are desirable but not essential in order to construct a good argument assessing effectiveness of the chosen methods.

The answer may include any (2) quantitative or qualitative types of methods. The studies may refer to human or animal studies as long as the latter refer in specific ways to lifespan psychology.

Answers in the top bands will develop an argument referring to both methods as their effectiveness and limitations are discussed in exploring issues pertinent to life span. Such answers will reflect the ability to include informed evaluation (as opposed to purely descriptive), including references to issues such as cross cultural applicability, issues of replication, reliability, bias or ethics.

Assign marks in the middle bands to essays that may refer to methods with limited focus on their effectiveness, may lack balance and contain limited evaluation. A limit of **[13 marks]** should be given to answers with those characteristics.

Answers in the lower bands (up to **[5 marks]**) may describe each method without including assessment.

If only one method is described a limit of **[10 marks]** may be obtained. Descriptions of theories without reference to methods do not answer the question and should obtain no credit.

Psychodynamic Psychology

- 16. Describe and evaluate psychodynamic explanations of human behaviour. [20 marks]**

Refer to the markbands for paper 2 when marking this question.

The best answers will be illustrated with a range of different explanations and/or behaviours. Alternatively an astute response might focus on only one behaviour but in considerable depth and consider several different psychodynamic explanations. The use of theory and evaluation are expected for higher marks.

Middle markband answers will be less evaluative and may offer a limited range of behaviours and/or explanations.

The lower mark answer will lack evaluation and might merely describe some behaviours and then propose a psychodynamic explanation at a basic and descriptive level.

There is a range of behaviours that lend themselves readily to psychodynamic explanations. Such behaviours might include: aggression, sex-role development, moral development and the development of personality. Candidates could also consider abnormal behaviours and consider how the psychodynamic perspective explains them. The question asks candidates to provide psychodynamic explanations, thus more than one explanation would be expected. For example, Freud and Erikson each had an explanation about the development of personality.

- 17. Account for the way the development of psychodynamic psychology has been influenced by historical and cultural factors. [20 marks]**

Refer to the markbands for paper 2 when marking this question.

Answers in the highest markbands **[14 to 20 marks]** will address historical and cultural factors and draw links between these and the development of psychodynamic psychology. Such answers could include historical influences (such as the events in Europe during the late 1800s and early 1900s) and cultural influences (such as the predominantly individualist societies of Western Europe) although no requirement to distinguish between historical and cultural factors is implied. Strong answers will also evaluate the influences and could point out possible bias that developed from them. Middle level answers **[6 to 13 marks]** may be overly descriptive and/or may not appropriately draw linkages between the factors cited and the development of psychodynamic psychology. Award low marks **[0 to 5 marks]** when inappropriate factors are discussed, and/or if knowledge is limited.

18. **Examine how gender considerations have affected the interpretation of behaviour in psychodynamic psychology.** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

Award high marks **[14 to 20 marks]** for responses that appropriately and thoroughly identify and discuss the role that gender issues have played in psychodynamic psychology. This could include discussion of gender bias in the theoretical framework and/or issues of gender in the research methodology used by early psychodynamic theorists. The strongest answers will draw linkages between gender and psychodynamic theory as well as thoroughly evaluate the perspective with respect to gender issues. Additionally, responses should show a discussion of the alternative views within psychodynamic psychology with respect to gender issues. Award middle marks **[6 to 13 marks]** for responses that address gender issues at a cursory level and/or fail to make appropriate linkages between gender and psychodynamic theory. Award lowest marks **[0 to 5 marks]** for responses that show limited knowledge of a range of gender issues and/or those that fail to competently address the requirements of the question.

Social Psychology

- 19. (a) Describe *one* psychological study of conformity. [10 marks]**

Reference to the paper 2 markbands may assist awarding of marks.

A definition of the term “conformity”, followed by an accurate description of a relevant study will characterize higher markband answers. Many responses are likely to offer the work of Asch, (1951, 1952, 1956) or of Sherif, (1935) or of Crutchfield, (1954). The work of Milgram is unacceptable in this context. Mid-band responses [**4 or 5 marks**] will probably offer a superficial account lacking in detailed knowledge and understanding, with mediocre answers [**1 or 2 marks**] offering little more than passing reference to the study, focusing more on anecdotal material.

- (b) Explain how cultural and ethical considerations affect the interpretation of such behaviour. [10 marks]**

Reference to the paper 2 markbands may assist awarding of marks.

In part (b), an astute choice of study in part (a) will allow the demonstration of a clear understanding of one of the learning outcomes for this Option. Expect responses providing details of evidence that shows the high conformity rates found may only reflect 1950s USA norms. Replication both cross-culturally and over time has produced widely varying rates (*e.g.* Smith and Bond meta-analysis, 1993). Ethical considerations may include discussion of deception, with higher grade answers referring to, for example, the enthusiastic reception given to Asch’s conformity experiments by the majority of participants (Milgram, 1992). Where responses only discuss *either* ethical *or* cultural considerations, then a maximum of [**5 marks**] may be awarded. Mid-band answers are likely to identify relevant points but make scant reference to psychological theory or research. Weaker answers are likely to be characterized by anecdotal or journalistic style writing.

20. Compare *two* theories of collective behaviour (crowds), making reference to empirical research in your answer. [20 marks]

Refer to the markbands for paper 2 when marking this question.

Candidates may choose from a variety of theories explaining either crowd or group behaviour. An astute answer will probably choose apparently contrasting explanations for the same phenomenon in order to fully comply with the demands of the question, *i.e.* that both similarities *and* differences between the two theories are made explicit, and that reference is made to appropriate research findings. Thus responses selecting crowd behaviours may decide to compare, for example, deindividuation and social identity theories, and responses choosing group behaviours may focus on explanations of social loafing and of social facilitation. Responses offering only either similarities or differences should be awarded a maximum of [10 marks]. If comprehensive descriptions of theory are produced without the required reference to empirical research, a maximum of [8 marks] may be awarded. Where answers describe theory and/or study, omitting the required comparison, a maximum of [10 marks] may be awarded.

21. Describe and evaluate specific methodologies used in social psychology. [20 marks]

Refer to the markbands for paper 2 when marking this question.

This is a question asking for candidate knowledge and understanding of the specific requirements of research methodology in the area of social psychology, and of the consequent difficulties. Higher grade answers are likely to address the implications for psychology of emphasizing the social context in understanding behaviours. A consideration of type of research methodology (laboratory or alternatives, *e.g.* long-term field studies), and of ecological validity, for example, will be appropriate, as will ethical considerations. In top band answers look for a clear description of different research methodologies using appropriate examples, with issues around their use explicitly identified and debated.

Mid-band responses meriting [8 to 13 marks] are likely to offer more description than evaluation, with little reference to specific examples of the methodologies under consideration. However detailed the description of relevant methodologies, a maximum of [10 marks] may be awarded if no attempt is made at the required evaluation. Weaker responses [3 to 4 marks] will be characterized by superficial description, little if any attempt at evaluation, and unsubstantiated assertions.
