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M04/350/HS(1)M

# **MARKSCHEME**

**May 2004**

**PSYCHOLOGY**

**Higher Level and Standard Level**

**Paper 1**

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**SECTION A**

**Biological perspective**

1. (a) **Outline what is meant by the reductionist approach.** **[2 marks]**

Candidates must give a clear outline of the reductionist approach that includes the basic concept that the simplest level of explanation is best, or that complex events can be reduced to simpler component processes.

**[2 marks]** should be awarded for a clear explanation of this concept and only **[1 mark]** for an ambiguous or scant explanation.

- (b) **Explain how *one* theory or empirical study from the biological perspective demonstrates a reductionist approach.** **[6 marks]**

There are a broad range of possible theories, or studies which candidates may use. These include, but are not limited to, biological theories of sleep and dreams, body rhythms or the biology of memory. Studies may come from areas such as health, aggression or neurophysiology.

The study or theory needs to be outlined in sufficient detail to demonstrate how the reductionist approach restricts the study/theory to consideration of genetic or biological factors and ignores influences such as social, cognitive or cultural factors.

Award **[5 to 6 marks]** where the candidate clearly explains how the study/theory demonstrates a reductionist approach.

Award **[3 to 4 marks]** where the candidate gives a clear and accurate description of the study/theory but the linkage to the reductionist approach is not clearly established.

**[1 to 2 marks]** can be awarded to candidates who either only describe the study/theory or who describe the study/theory with insufficient detail and weakly link this to the reductionist approach.

**Cognitive perspective**

2. (a) **Describe *one* cognitive explanation of human behaviour, making reference to *one* empirical study.** [4 marks]

A range of examples of human behaviour may be appropriately chosen, such as memory, perception, attention, problem-solving, *etc.* The case for research into topics such as conformity or cognitive dissonance as cognitive explanations of human behaviour may also be made.

It is important that the explanation be of human behaviour. However, this may be illuminated by reference to a relevant study of non-human animals. Award [3 to 4 marks] for responses that offer an accurately described theory or model linked to appropriate research, with the emphasis on the explanation.

Award [2 marks] for responses that focus on description of relevant research whilst making only brief reference to theoretical explanation.

Award a maximum of [1 mark] for a superficial description of appropriate research.

- (b) **Describe *one* strength and *one* limitation of this explanation of human behaviour.** [4 marks]

Award a maximum of [2 marks] for a strength and a maximum of [2 marks] for a limitation.

Evaluation may focus on either the explanation of human behaviour investigated in the specific study (*i.e.* methodological, ethical, *etc.* considerations), or may relate to the cognitive perspective's explanation of the selected behaviour.

Award [2 marks] for a relevant strength/limitation clearly described. Award [1 mark] for a description of a relevant strength/limitation that lacks clarity.

**Learning perspective**

**3. “An assumption can be defined as a belief or idea that psychologists studying behaviour from a particular perspective hold in common.”**

**(a) Outline *one* assumption from the learning perspective. [3 marks]**

Candidates must outline one assumption that is clearly relevant to the learning perspective. Award **[3 marks]** where an appropriate assumption is outlined accurately. Award **[2 marks]** for a limited but accurate outline of an appropriate assumption. Award **[1 mark]** where an appropriate assumption is identified but the outline of the assumption is limited and of marginal relevance to the question.

Only the first assumption mentioned should be given credit where more than one is offered.

In order to be awarded marks the assumption must be related to the learning perspective. Such examples might include assumptions of the learning perspective beyond that of the traditional behaviourist approach.

**(b) Explain how *one* empirical study from the learning perspective illustrates the assumption you have identified in part (a). [5 marks]**

Candidates are expected to use an empirical study to illustrate the assumption that they have identified and defined in part (a). As they are asked to choose one study, award credit only for the first study discussed and ignore others if more than one is used in part (b).

Award **[4 to 5 marks]** for a response that identifies one empirical study from the learning perspective and then explains how this study has illustrated the underlying belief or assumption stated in part (a).

Award **[1 to 3 marks]** for responses that identify one empirical study but then do not explicitly explain the assumption, although the assumption may be implicitly shown.

## Humanistic perspective

4. (a) **In the context of human behaviour, outline *one* theory from the humanistic perspective.** **[4 marks]**

Many candidates will be familiar with the theories of Rogers, of Maslow, or of May, whilst others may relate the work of Frankl to the humanistic perspective. Where candidates select therapeutic change, the response *must* focus on the theoretical explanation of behavioural change. Answers merely offering description of therapeutic techniques, however detailed, should not be awarded marks. A possible relevant response could focus on Person Centred therapy; an explanation of this model of psychological disorder would flow naturally into the aims of the therapy. Comments could include a lack of congruence between experience and perceived self-concept, with use of denial and distortion as defences against consequent feelings of anxiety, unhappiness, depression, *etc.* which require the client to reorganize their subjective world so as to integrate and actualize the self.

Responses meriting the full **[4 marks]** should accurately outline the theory with precise use of terminology. **[2 mark]** responses are likely to demonstrate a basic level of understanding, probably omitting use of specialist terminology. Award a maximum of **[1 mark]** for answers that offer a superficial outline with minimal psychological content.

- (b) **Explain *one* way in which methodological *or* cultural considerations have an impact on the theory outlined in part (a).** **[4 marks]**

A high band answer will offer either methodological or cultural considerations, *e.g.* discussion of the dearth of empirical research; cultural variations in definition of “self”, *etc.* Award marks for appropriate discussion of first set of considerations, if both are offered.

Award **[4 marks]** where the impact of relevant methodological or cultural considerations on the theory is clearly explained.

Award **[3 marks]** for a partly successful attempt at explaining the impact of relevant methodological or cultural considerations on the theory.

Award **[2 marks]** where relevant methodological or cultural considerations are described accurately but the impact on the theory is not explained.

Award **[1 mark]** where relevant methodological or cultural considerations are identified but the impact of these on the theory is not explained.

**SECTION B**

- 5. Discuss how ethical *and* methodological considerations affect the interpretation of behaviour from a biological perspective. [20 marks]**

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

This question focuses on research methodology and ethics. Some methodological and ethical issues have given rise to criticisms of the interpretation of biological studies of behaviour. Some of the considerations may include, but are not limited to, such issues as using results from post-mortem studies, the use of invasive techniques, placebo groups, ecological validity, the applicability of animal studies, and the small-scale and limited participant numbers of some biological studies.

Award marks in the **[14 to 20 marks]** range where candidates have clearly identified relevant issues and discussed these with reference to empirical evidence and sound argument, in a well-structured response.

Award marks in the **[8 to 13 marks]** range for responses that demonstrate **some** accurate knowledge of ethical and methodological considerations relevant to the biological perspective. Some structure is evident. Analysis may not be well-developed. Award marks in this range where only either ethical **or** methodological considerations are discussed.

Award marks in the **[0 to 7 marks]** range for essays that only partly address the demands of the question or show little evidence of structure.

- 6. (a) Explain *one* psychological or social question (for example, aggression, or gender differences) from the cognitive perspective. [10 marks]**

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

Candidates have a wide range of questions from which to select but should justify their choice of explanation as emerging from the cognitive perspective. Examples may be as varied as research into memory and eyewitness testimony and its contribution to legal systems, or questions about the relationship between preferred learning styles and academic progress or even questions about conformity or obedience. Answers simply describing cognitive therapies are unlikely to attract high marks unless specifically *explaining* a particular psychological problem, *e.g.* depression in the elderly.

### **Markbands**

- 0-1** There is little or no organizational structure.  
There is very little or no understanding of the question, nor evidence of knowledge of the cognitive perspective.  
The answer consists of no more than a few relevant facts.
- 2-3** There is little sense of structure in the answer.  
Although there is an attempt to answer the question, knowledge and understanding of the psychological or social question is limited, often inaccurate and of marginal relevance to the question.
- 4-5** There is a basic structure to the answer.  
The answer contains accurate knowledge and understanding of the psychological or social question but the cognitive explanation offered is limited.
- 6-8** The demands of the question are addressed mainly within a structured framework.  
The cognitive explanation offered is supported by appropriate knowledge and understanding from the perspective.
- 9-10** The demands of the question are addressed effectively in a focused and logical structure.  
The explanation offered is clearly justified as arising from the cognitive perspective and is supported by appropriate knowledge and understanding from the perspective.



- (b) **Compare the cognitive explanation of the question selected in part (a) with the explanation offered by *one* other perspective you have studied for this paper.** **[10 marks]**

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

Higher Level candidates may choose from the biological, learning and humanistic perspectives, with Standard Level candidates able to select either the biological or the learning perspective. (Where explanations from additional perspectives are offered, no marks should be awarded.)

Understanding of the implied evaluation of the two explanations may be expected in responses meriting the highest marks. To achieve marks in the top bands, candidates are expected to offer a well-structured, balanced comparison (*i.e.* both similarities and differences) between the two selected explanations. For example, comparison may be made in terms of empirical research, effectiveness, cultural applicability, underpinning assumptions, *etc.*

Award up to **[5 marks]** if the comparison is limited to similarities only *or* differences only.

### Markbands

- 0-1** There is little or no organizational structure.  
There is very little or no understanding of the question, nor evidence of knowledge of perspectives.  
The answer consists of no more than a few relevant facts.
- 2-3** 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.
- 4-5** There is a basic structure to the answer.  
The answer contains accurate knowledge and understanding of the perspectives but the comparison is implied not explicit.
- 6-8** The demands of the question are addressed mainly within a structured framework.  
The comparison 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.
- 9-10** The demands of the question are addressed effectively in a focused and logical structure.  
The comparison is 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.

7. (a) **Outline *one* explanation of learning from the traditional behaviourist approach.** **[6 marks]**

Candidates are expected to summarize the major processes involved in either classical or operant conditioning.

Award **[5 to 6 marks]** where the explanation of learning is clearly and accurately described and with sufficient detail to demonstrate sound understanding.

Award **[3 to 4 marks]** to candidates who are able to describe some aspects of classical/operant conditioning in depth, or give a limited but accurate description of the explanation of learning.

Award **[1 to 2 marks]** where candidates briefly describe some aspects but show minimal understanding of the explanation of learning.

- (b) **The learning perspective still offers explanations of behavioural change.**

**To what extent have cognitive *or* biological factors extended traditional explanations of behaviour within the learning perspective?** **[14 marks]**

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

Candidates should select either cognitive or behavioural factors and indicate an awareness of how traditional learning explanations have moved on to incorporate these factors. Candidates should also present a conclusion supported by empirical research and/or theories.

An essay meriting high-range scores **[10 to 14 marks]** will highlight ways in which the incorporation of cognitive or biological factors has broadened the range of explanations of behaviour within the learning perspective.

Mid-range scores **[5 to 9 marks]** may describe relevant material but analysis is implicit rather than making explicit links between the cognitive/biological factors and how they contribute to understanding behaviour.

Weaker responses **[1 to 4 marks]** may simply describe relevant material with no attempt to evaluate how these factors contribute to explanations of behaviour.

### **Markband**

- 0** If the answer does not achieve the standard described in mark band 1-3, a mark of 0 should be recorded.

- 1-2** 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.
- 3-4** 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.
- 5-7** There is an attempt to structure the answer but it may not be 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.
- 8-9** 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.
- 10-11** 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.
- 12-14** 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 are an integral part of the response.

- 8. Examine the contribution of the humanistic perspective as an alternative approach to the psychological study of human behaviour. [20 marks]**

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

This question may be interpreted in more than one way, but should focus on specific contributions of the humanistic perspective, which may include therapeutic and educational applications. Alternatively, candidates may differentiate between the positivistic and interpretivistic approaches which have more recently been incorporated into psychology. Relevant content may include, for example, the idea that in including valuable lessons from literature, history and the arts, psychology becomes a more complete discipline that balances the rigorous methods of science with the imaginative and interpretative approaches of the humanities (Korn). A response to the criticism of lack of scientific rigour has resulted in some proponents of the perspective advocating a more precise approach to the concepts, definitions and central principles (Rychlak). Yet others argue that the perspective has allowed psychology to “rise above” the confines of a focus on negative forces and on the animal-like aspects of humanity.

Mid band answers [*8 to 13 marks*] may offer relevant points in a somewhat list-like fashion, omitting the analysis and elaboration seen in top band essays. The weakest answers are likely to offer general evaluation of the perspective that does not focus on specific contributions, or simply describes humanistic therapies.

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