



# **MARKSCHEME**

**November 2004**

**PSYCHOLOGY**

**Higher Level and Standard Level**

**Paper 2**

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## Comparative psychology

1. Describe and evaluate *two* research methods that are used in comparative psychology. **[20 marks]**

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

The concept of comparative psychology is interpreted fairly broadly in the syllabus so that it includes research in the laboratory as well as in the natural environment. It is likely that candidates will focus primarily on the experimental method and on observation.

Examiners should be aware that since the question does not exclude humans it will be open to astute candidates to use the whole range of research methods used in human research, and several candidates could well opt to select examples from cognitive psychology, including areas concerned with language and learning.

Although the syllabus in this area does refer to studies conducted in the laboratory, it is legitimate for candidates to draw on material from the biological, cognitive and learning perspectives (e.g. conditioning or cognitive maps). Equally acceptable will be examples of observation related to courtship or communication. The question requires description and evaluation of research methods. If just one of these factors is present then such work should be marked out of a maximum of **[12 marks]**. Good essays will be characterized by high quality work mentioned above. Weaker essays are likely to contain too much description at the expense of the evaluation.

Award a maximum of **[10 marks]** if only one appropriate research method is described and evaluated.

2. (a) **Analyse the predictive accuracy of *one* theory when applied to the individual behaviour of humans.** [10 marks]

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

Candidates may use, for example, theories of altruism, parenting, or teaching language. Various theories of sleep, learning, stress, etc. also lend themselves to this question. Each of the perspectives from Paper One offers several appropriate areas of psychology. It is important that candidates also consider the predictive accuracy of the theory they identify.

The command term “analyse” refers to “relevant inter - relationships between key variables” and a “critical view of the significance of the account as presented”. The candidate’s choice of theory will be important. Examiners will be aware that an attempt to cover a complex theory will not be easy to complete in the time available but that a more compact theory is certainly a feasible choice. Only one theory is required. Where more than one is offered only the first should be credited. Other theories may of course be offered in evaluation. Weak answers are likely to offer descriptive work only and in such cases a maximum of [6 marks] should be used for each section (a) and (b). Good and very good answers will reflect the characteristics of the command term mentioned above. **This also applies to part (b).**

- (b) **Analyse the predictive accuracy of *one* theory when applied to the individual behaviour of non - human animals.** [10 marks]

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

Several areas that deal with non - human animals are also available, including theories of altruism, courtship, mating, parenting or teaching language to animals. Theories from other areas of psychology may be used to equally good effect.

**3. Consider ways of****(a) inter - species communication in non - human animals.****[10 marks]**

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

Inter - species communication is often less subtle than intra - species since the messages exchanged are often a matter of life and death. The numerous examples available mean that the candidate will need to construct the essay so that a list of descriptive examples is avoided. Examiners should look for essays that are well constructed in order to award high marks. These could for example include a comparison of uses of various sensory modalities *e.g.* visual, auditory, olfactory as mentioned in the syllabus. These examples could be discussed in relation to specific environments such as oceans, sky, forests or open plains and deserts. This type of approach is likely to differentiate high scoring essays, providing relevant material is used, from those that are merely descriptive. The latter should be marked out of a maximum of **[6 marks]**.

**(b) intra - species communication in non - human animals.****[10 marks]**

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

Intra - species communication is confined to the same species, and is often relatively covert. Candidates may show that there are several exceptions to this statement, especially in auditory signals (*e.g.* cuckoo or whale). There are a vast number of signals relative to courtship and mating which use the sensory modalities mentioned in (a) above. For example these include colouration in fish, smell in canine species or sound in the bell bird. Candidates could also use communications that establish hierarchies (Arabian babbler, wolves, baboons). Zahavi's handicap theory may also be used. Weaker candidates may merely describe, rather than using qualities of empirical evidence, sound argument and discussion required by the command term "consider".

Descriptive material alone should be marked out of a maximum of **[6 marks]**.

## Cultural psychology

4. **Assess how differences in *two* cultural dimensions have an impact on human behaviour.** **[20 marks]**

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

A cultural dimension can be considered a continuum of cultural characteristics on which a culture may be assessed and identified. Some of the more common dimensions include individualism/collectivism, uncertainty avoidance, power distance, cultural complexity, etc. It is important to note that individualism/collectivism is one dimension and not two, individualism and collectivism are each ends of one particular cultural dimension. A maximum of **[10 marks]** may be awarded for essays that discuss the two poles of one dimension as if they were two separate dimensions, or if only one dimension is assessed.

Award **[14 to 20 marks]** where responses accurately judge the merits of the impact that two distinct cultural dimensions may have on behaviour. This might be characterized by evaluation of particular studies and/or theories of cultural dimensions. Candidates should provide a balance between describing the two dimensions and assessing the impact on behaviour.

Some candidates earning marks in this range may argue that dimensions help us to better understand the behaviour of a cultural group by giving a frame of reference with which to label and compare. More astute candidates might also point out the difficulties with providing named characteristics for a group or even the misinterpretation and stereotypes that may develop from such labels.

Award **[8 to 13 marks]** for responses that provide overly descriptive responses but still attempt to evaluate the impact on behaviour.

Award **[1 to 7 marks]** for purely descriptive accounts of two cultural dimensions without any critical assessment of evidence or assumptions.

**5. (a) Describe *two* relevant studies or theories of cultural identity. [12 marks]**

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

Award **[8 to 12 marks]** for candidates providing a balanced, accurate and thorough account of two studies or theories. Essays in this range might contextualize the studies within the theoretical framework while focusing on the studies. Candidates might cite the work of Triandis, Hofstede, Berry etc. but they should make clear if they are describing a particular study or theory, as many of the more well known cultural psychologists have developed theories based on empirical studies.

Award **[4 to 7 marks]** where candidates have described two relevant theories with less accuracy or detail.

Award **[1 to 3 marks]** for superficial description or general comments about cultural identity.

**(b) Evaluate the two studies or theories described in part (a). [8 marks]**

Evaluation may be based on cross-cultural comparison, gender issues, methodological concerns with the studies or, if relevant, ethical issues. Alternatively, candidates may evaluate the theories or studies by providing a comparative analysis of the strengths and/or limitations of each.

Award **[5 to 8 marks]** where candidates include relevant, critical evaluation of both theories or studies.

Award **[1 to 4 marks]** where evaluation is relevant yet is less precise.

A maximum of **[4 marks]** may be awarded where candidates simply list relevant strengths and limitations but provide no comparative analysis, or where only one theory or study is evaluated.

- 6. Assess the extent to which methodological considerations have affected the interpretation of results of *two* empirical studies within cultural psychology.** **[20 marks]**

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

Candidates are expected to weigh the evidence in the argument that methodological considerations affect the way the results of empirical studies are interpreted within cultural psychology. Some methodological issues facing research in cultural psychology include but are not limited to, language problems, translation, equivalence, cultural bias of the researchers, research environments and value judgements.

Award **[14 to 20 marks]** where candidates make a clear and justified assessment of the extent to which these considerations may have affected the interpretation of the results of two studies. This assessment may be on either side of the debate but in all cases the argument must be justified to earn marks in this range.

Marks in the **[8 to 13 marks]** band should be awarded for responses that include appropriate discussion of methodological issues and their possible impact on the interpretation of results yet do not fully justify or assess their issues. Essays in this range might be more general in nature yet still provide some accurate assessment.

Award **[1 to 7 marks]** for more general commentary on methodological issues without explicitly assessing the extent of their impact on the interpretation of results for two specific studies.

A maximum of **[10 marks]** may be awarded where the methodological considerations from only one study have been thoroughly and accurately assessed.



**The psychology of dysfunctional behaviour**

**7. (a) Describe *two* therapies or treatments for dysfunctional behaviour. [12 marks]**

This question requires a detailed description of two types of therapies that may be based on the biological, cognitive, learning, or other perspectives. Expect a range of different therapies to be offered for description. High scoring candidates will provide an accurate and detailed account of both of the therapies. If candidates describe just one therapy then a maximum of **[6 marks]** should be awarded.

For each of the two therapies or treatments:

Award **[5 to 6 marks]** for a clear accurate and detailed description.

Award **[3 to 4 marks]** for an accurate description lacking in detail.

Award **[1 to 2 marks]** for a description lacking in accuracy or in clarity.

**(b) Evaluate these therapies or treatments. [8 marks]**

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

In order to gain high marks the answer should be both competent and thorough. For example candidates could consider appropriateness and effectiveness of therapies or treatments. They may also discuss, for example, ethical, cultural and practical factors. Evaluative comments should be substantiated.

**8. Explain how methodological considerations affect the interpretation of dysfunctional behaviour.**

**[20 marks]**

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

Candidates are expected to discuss different ways in which methodological considerations affect the way the results of empirical studies are obtained and used for the interpretation of dysfunctional behaviours. A number of different methodological considerations can be presented as long as they are justified in terms of the question. High scoring essays are likely to provide a relevant and accurate discussion of a limited number of these considerations. Some examples of methodological considerations are presented below:

Candidates may discuss how Freud’s research methods affected his interpretation of human behaviour. He did not obtain data from experiments or use statistics to analyse his results. His main method was the case study (a number of methodological considerations can be discussed: replication isn’t possible, research bias, memory distortions, etc);

Rosenhan’s study (field experiment including participant observation) questioning reliability of the diagnostic process has serious methodological considerations concerning ecological validity – it is problematic to generalise the results from the pseudo patients of Rosenhan’s study to real psychiatric patients;

When interpreting the behaviour of individuals after therapy or treatment researchers from different approaches view the objectives of therapies or treatments in different ways (*e.g.* the researcher from the learning approach sees “disappearance of symptoms as cure” while cognitive psychologists require changes in the thinking process as well). Also, the objectives of therapies or treatments can be assessed with reference to changes occurring in the client. The problem is that “change” is not easily measured. It may be measured quantitatively (*e.g.* number of aggressive reactions) or presented as qualitative data (*e.g.* client reports how they feel). The significance of change is typically assessed statistically in terms of how likely it is that a change of a certain magnitude would have occurred by chance alone. Still, a statistically significant change is not necessarily a clinically significant change if it does not lead to improved quality of life for the client.

Low scoring candidates are likely to submit a collection of generalisations about methodologies without focusing on the interpretation of dysfunctional behaviour.

9. (a) **Describe *one* classificatory system of dysfunctional behaviour.** **[12 marks]**

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

The first part of the question requires candidates to choose only one classificatory system and describe it. This is a straightforward question requiring the demonstration of detailed knowledge and understanding of a classificatory system. Most candidates will present DSM-IV or ICD-10, although other systems might be offered. Higher scoring responses may allude to the function of a classificatory system.

- (b) **Evaluate the effectiveness of this classificatory system.** **[8 marks]**

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

The second part of the question asks the candidate to present a balanced discussion of the effectiveness of the system presented for identifying individuals with dysfunctional behavior. Candidates may present, for example, problems of validity and reliability of the classificatory system described in part (a). Candidates should be able to discuss these problems and make references to appropriate research results – for problems relating to reliability *e.g.* Phillips & Draguns, 1971; Cooper et al, 1972; Kendell, 1975; Di Nardo, 1993; for problems relating to validity *e.g.* Manninger et al.

Since the question requires the candidate to take a critical approach, an answer will attract credit that recognizes that although many limitations still exist it is still necessary to use a classificatory system.

A maximum of **[4 marks]** is available where only strengths or limitations are discussed.

**Health psychology**

- 10. Describe and evaluate the application of research findings and theories from health psychology.** **[20 marks]**

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

Candidates have a wide range of material from which to select. Examiners should interpret the term ‘health psychology’ in a fairly broad manner; provided that the candidate has made a reasonable justification for the inclusion of particular research findings or methods, these should be given credit. Examples that candidates are likely to use could come from the syllabus itself, including stress, addictive behaviour and mental health research, but other relevant research is equally acceptable. Candidates who have been taught considerations of how cultural, ethical, gender and methodological factors affect the interpretation of behaviour in health psychology, may well include these in their evaluation.

If either description or evaluation forms the sole focus of an answer, these essays should be marked out of a maximum of **[12 marks]**. High scoring responses are likely to include relevant and soundly constructed descriptions of findings and theories, and these will be supported by apt evaluation. Weaker responses will show limited description and contain less incisive criticism or possibly no evaluation.

- 11. Analyse the predictive value of *one* theory when applied to an individual’s health related behaviour.** **[20 marks]**

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

Although only one theory is required as the focus of this question, since the command term ‘analyse’ is used, other theories or studies may be used for evaluative purposes. Examiners should note that the question is on predictive value. Prediction is most likely to be accurate when the theory involved is supported by research evidence that is characterized by both validity and reliability. It is probable that candidates will focus on research that is related to one of three factors mentioned in the syllabus — stress, addictive behaviour or physical/mental health research, but other relevant areas could also receive credit.

High scoring essays will indicate relevant inter-relationships between key variables and include an evaluation of the theory under review. Lower scoring essays are likely to be characterized by a lack of relevant information, or by lengthy description that may ignore predictive value or evaluation.

12. (a) Describe factors that are related to disordered patterns of eating. [8 marks]

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

Candidates have a wide range of factors from which to select. These may well include psychological, physiological, cognitive, social and environmental factors but other material could be made equally relevant. Examiners should ensure that marks are awarded only to factors that the candidate relates to disordered patterns of eating. The relationship should be made explicit. Candidates who merely describe factors without justifying the relationship to disordered patterns of eating should have this section marked out of a maximum of [4 marks]

- (b) Compare *two* theories or studies related to disordered patterns of eating. [12 marks]

*Refer to the scaled paper 2 markbands below when marking this part of the question.*

Candidates may choose to compare theoretical explanations of the disordered eating patterns described in part (a), or may select for comparison two studies. The discussion should include both similarities and differences but should be well-balanced, in order to achieve top band marks, [9 to 12 marks]. Essays simply describing theory or research studies in this section should attract a maximum of [4 marks].

### 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 options. The answer consists of no more than a few relevant facts.
- 3-4** There is an attempt to structure the answer but it is not sustained throughout the answer. Although there is an attempt to answer the question, knowledge and understanding of the options is limited, often inaccurate and of marginal relevance to the question.
- 5-6** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive.
- 7-8** 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.
- 9-10** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the options. The answer contains appropriate analysis but there may be minor omissions. Evaluation is clear and applied appropriately.

- 11-12** 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.

## Lifespan psychology

13. (a) Describe *one* theory or study supporting the idea that human development continues throughout the lifespan. [12 marks]

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

Candidates may choose any theory or study in the areas of biological, cognitive, social or emotional development. There is a wide range of material from which to choose but there should be some justification for including particular theories or studies as fitting the idea of change extending throughout the lifespan. Expect a detailed description of the theory or study for [9 to 12 marks].

Award [5 to 8 marks] for accurate but less detailed descriptions. If more than one theory or study is offered award credit to the first one only.

Award [1 to 4 marks] for descriptions lacking in accuracy or clarity.

- (b) Evaluate the theory or study described in part (a) [8 marks]

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

The theory or study chosen could be evaluated with respect to several dimensions, for instance, how biologically based theories tend to ignore environmental factors. Narrow theories attempt to predict later behaviour on the basis of short, limited laboratory procedures. The problem of “mortality” attrition in longitudinal studies could be included. Identification of cultural bias in a theory or methodological flaws or limitations in the chosen study could be part of the evaluation. Gender and ethics can also become the basis for the evaluation.

14. Explain how cultural or gender considerations affect the interpretation of behaviour in lifespan psychology. [20 marks]

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

The focus should be on the process of change and how universally applicable are the theories of lifespan psychology. Cultural may refer to both cross-cultural and sub-cultural groups. The range of responses may focus on two or several issues (breadth or depth). One strategy may involve examining a particular theory of development and reaching conclusions about its universality. For instance, Levinson’s theory of adult development may be considered applicable to males but not females and therefore be considered “gendercentric”. Likewise Hall’s theory of adolescent development was based on a Western construction and is not universally applicable. Similar considerations in answers presenting a reasoned argument should incorporate appropriate research to attract high marks. Such research should be evaluated. Regurgitated theories with only tangential reference to cultural or gender considerations should not attract more than [6 marks].

15. **“Beginnings of development have an irreversible life long impact”.**  
**Discuss this statement using psychological research.** **[20 marks]**

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

Candidates may develop an argument discussing the effects of the mother’s physical health on the unborn baby, the use of drugs or alcohol or any other environmental or biological factors that may affect development in the long term. Answers require evaluation rather than purely descriptive accounts. Award up to **[12 marks]** for purely descriptive accounts. Animal research would be appropriate if made relevant to human development. Alternative viewpoints pointing at the malleability of human development and the factors that affect resilience would argue against irreversibility within a psychological framework. Candidates centering the answer only on the negative effects of drugs and alcohol or similarly superficial arguments should earn a maximum of **[4 marks]**.

Although the statement refers to prenatal development, candidates could make the case for discussing research into the effects on social and emotional development of the first year of life.



## Psychodynamic psychology

16. Discuss how cultural considerations affect the interpretation of behaviour in psychodynamic psychology. **[20 marks]**

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

Candidates may recall that orthodox Freudians place great emphasis on biological forces as determinants of personality and neglect the role of cultural factors. However, many neo-Freudian theorists support the proposition that humans are products of social forces and institutions, suggesting that human nature should be studied in social rather than strictly biological terms.

Indeed, as anthropologists publicized their studies of different cultures, it became clear that some of the neurotic symptoms and taboos Freud described were not universal, as he had believed. For instance, Malinowski found little evidence among the Trobriand Islanders of any Oedipal conflict as described by Freud and concluded that the sexually based behaviour postulated by psychoanalytic theory was not universal but rather a product of the patriarchal family structure in Western society. Furthermore, sociocultural theorists such as Ruth Benedict showed relationships between sociocultural conditions and mental disorders, between particular stressors in a society and the types of mental disorders that occur in it.

As a consequence of these discoveries and others, some analysts drifted away from orthodox psychoanalysis and began to reshape Freudian theory along the lines of social sciences and proposed the idea that personality is more a product of environment than biology. Theorists such as Adler, Jung, Horney, Fromm, Hartmann, decided to focus their studies on human behaviour away from biological determinants and towards cultural ones. Candidates should discuss at least one of these, or any other cultural and interpersonal psychoanalytic theorists. They should show an awareness that Freudian psychoanalytic theory did not remain the sole approach explaining human behaviour, that the area of psychodynamic theories has grown immensely and has splintered into conflicting viewpoints.

Award a maximum of **[8 marks]** for description of theory which does not explicitly refer to cultural factors and their role in the interpretation of behaviour.

- 17. Asses the role of both the unconscious and conscious mind in human behaviour.** **[20 marks]**

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

Candidates have a wide choice of relevant material from which to construct an informed answer to this question. Many are likely to offer a consideration of the major focus on unconscious drives and forces in the early theories, and their criticism and subsequent rejection in the light of acknowledgement of the key roles of conscious experience and social factors. Candidates may discuss the work of Jung, or of Erikson or of Klein. Responses attracting **[14 to 20 marks]** will offer focused assessment clearly supported by psychological evidence.

Mid band responses **[6 to 13 marks]** will probably be characterized by undue emphasis on descriptive content, with implicit or limited judgement offered.

Award **[0 marks]** for responses offering unsubstantiated assertions regarding the roles of the unconscious and conscious mind in behaviour.

- 18. Compare and contrast the psychoanalytic explanation of *one* human behaviour (e.g. aggression, sex role development or moral development) with a neo-freudian interpretation of the same behaviour.** **[20 marks]**

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

Award a maximum of **[10 marks]** for simple description of two relevant explanations of behaviour where no comparison is offered. Up to **[10 marks]** may be awarded if only similarities **or** differences are addressed.

To achieve high marks, candidates must provide both detailed psychoanalytic and neo-Freudian explanations of the selected behaviour and they must show the similarities **and** the differences between the two.

Variations on the psychoanalytic model of interpreting lives can be seen in many different theories such as those of Jung, Adler, Anna Freud, Hartmann, Klein, Horney, Fromm, Erikson and Kohut. For instance, Erikson agrees with Freud that all kinds of behaviour and experience especially such potentially rich manifestations as dreams, art and play - can be interpreted as expressions of unconscious internal determinants rooted in childhood. However, even if he does not deny the importance of the unconscious, Erikson also emphasizes conscious shapers of behaviour such as interpersonal relationships, social opportunities, and ideology. Erikson argues that at each stage, a person's life must be understood on three different but interrelated levels: body, ego, and family and culture.

## Social psychology

19. Using examples, describe and evaluate methodologies used in social psychology. **[20 marks]**

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

The methods of investigation undertaken by social psychologists range from laboratory studies to interviews in everyday situations. They have in common the aim of obtaining socially meaningful data concerning how we relate to others and to the society in which we live. Look for precision, in top band answers. For example, many candidates will discuss the research of Stanley Milgram into obedience to authority which can be labeled experimental when it may be more accurately described as a *controlled observational study*. Haney, Banks and Zimbardo conducted research into the dispositional hypothesis as an explanation for the behaviour of prisoners and guards, using a *prison simulation*. Where the survey is discussed, the actual data collection method should be identified as either by interview or questionnaire, *e.g.* Adorno's questionnaire to develop prejudice and racism scales. Sherif's "Robber's Cave" research into prejudice and its reduction was a field experiment.

Evaluation may be made in terms of validity and reliability, sample choice and generalizability of findings, etc. Cultural, ethical and gender considerations may provide useful evaluation points, as in, for example, cultural and gender variation in rates of obedience in replications of Milgram's research.

Expect a breadth/depth trade - off in response to this question. Maximum marks may be achieved using a limited number of studies which are accurately described, fully evaluated and explicitly related to the social psychological approach. Award a maximum of **[12 marks]** for description of relevant methodologies illustrated by appropriate examples. Do not award marks for description of theory.

**20. (a) Distinguish between prejudice and discrimination. [4 marks]**

For full marks, expect accurate definitions of each term, with a clear statement indicating awareness of the major difference, i.e. that one refers to an attitude and the second to a set of behaviours. Clarity would be aided by use of appropriate examples but a response simply offering examples should achieve no more than **[1 mark]**.

Award **[4 marks]** for two accurate definitions and a clear distinction between the two.

Award **[3 marks]** for two accurate definitions where the distinction between the two is not made clear.

Award **[2 marks]** for partial definitions and an implicit distinction.

Award **[1 mark]** where examples are offered rather than definitions, or where one definition is inaccurate.

**(b) Consider the relationship between prejudice and discrimination. [16 marks]**

*Refer to the scaled paper 2 markbands below when marking this part of the question.*

Responses to this question may be organized, for example, under the headings: social learning theory, psychodynamic, cognitive, etc or by classifying possible causes of prejudice as individual, interpersonal or inter-group. However, in all cases the candidate is expected to discuss the relationship between prejudice and discrimination, making clear how the origins of one may be said to impact on the development of the second.

A top mark band **[11 to 16 marks]** essay should demonstrate a structured response utilizing fully evaluated psychological theory and empirical research used to support opinions on the various explanations for prejudice and its links with discrimination.

Mid band responses **[5 to 10 marks]** are likely to offer detailed description of relevant psychological evidence with only implicit consideration of the relationship between the two. Award **[0 to 2 marks]** for superficial accounts of relevant theory lacking in evaluation or any reference to the issue of the relationship between prejudice and discrimination.

**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 options. 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 options is limited, often inaccurate and of marginal relevance to the question. There is no reference to cultural, ethical, gender or methodological considerations.
- 5-6** 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.
- 7-8** 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.
- 9-10** 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.
- 11-13** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the options. 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.
- 14-16** 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.

**21. Using psychological research, describe and evaluate social psychological insights into independent behaviour. [20 marks]**

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

Responses to this question need to explain what is meant by the term ‘independent behaviour’ in the context of social influence, i.e. the true rejection of social influence to behave in accord with one’s own internal attitudes, regardless of whether they coincide with the influencer’s or not (Grahame Hill). Candidates are likely to consider factors influencing independent behaviour identified in studies/theories of obedience, e.g. the research of Stanley Milgram, using a controlled observational study. Although his research suggests obedience to be a powerful form of influence, it can be resisted, for instance through questioning the legitimacy of the authority figure, consciously accepting responsibility for our own actions, increasing our exposure to disobedient models, learning about Milgram’s ‘agentic state’, etc. His series of 18 subsequent obedience experiments into obedience to authority revealed factors which may be manipulated and thus affect the rates of obedience, some of which may be made relevant to this question.

Evaluation of obedience rates in replications of Milgram’s research can offer interesting insights in terms of culture and gender variation, suggesting culture teaches us to be more obedient to people in certain roles; conversely culture also teaches people in certain roles to expect to be obeyed by others (Moghaddam, 1998). Expectations of levels of obedience can vary according to the society the individual is raised in. For example, Berry (1966,7) discovered Inuits living in an individual hunting society where self reliance is highly valued showed more independent behaviour than members of the Temmi of Africa whose agricultural society is more socially integrated.

Although the syllabus relates independent behaviour and obedience to authority, if candidates chose to consider resistance to conformity or resistance to compliance, this may be made relevant providing research findings are explicitly related to independent behaviour. Simply describing Milgram’s or the research of Asch, Crutchfield, or Sherif, for example, will result in a maximum of **[8 marks]** being awarded, however extensive and accurate the material offered. Responses meriting only minimal marks will probably offer a simplistic account of one or more relevant studies into obedience without addressing the question of independent behaviour. Answers meriting the award of marks in the higher bands should offer a structured response focusing on independent behaviour, in which accurate psychological evidence is discussed and full evaluation applied, *i.e.* in terms of cultural, ethical, gender or methodological considerations where relevant.

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