



# **MARKSCHEME**

**MAY 2005**

**PSYCHOLOGY**

**Standard Level**

**Paper 1**

*This markscheme is **confidential** and for the exclusive use of examiners in this examination session.*

*It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of IBCA.*

## SECTION A

### Biological perspective

1. Explain how determinism relates to the biological perspective.

**[8 marks]**

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

Although it is not required, candidates may well use the nature/nurture debate in their answers. The most likely idea of determinism that candidates may use was that put forward by Hume - that one event is determined by another, that the two events should be highly correlated and that they should appear in a certain chronological order (Cardwell 1996). Although determinism can be seen in the light of environmental influences on behaviour of the organism, this question is more likely to elicit answers based on factors that are internal to the organism, particularly genetic determinism. There are claims among many biologists and psychologists that our behaviour is determined by our genetic make up, that humans and animals act in ways that seek to optimise the successful passing on of genes to the next generation. Many types of behaviour, especially where criminal behaviour is involved, have been claimed to be the result of a genetic predisposition to the specific behaviour. A combination of internal and external variables may also be acceptable for this question. An alternative definition of determinism is when human behaviour and experience are regarded as the inevitable outcome of a set of variables, and there is no place for a contribution by the person on how he or she will act (Smith 2003).

Award no more than **[3 marks]** if there is no clear understanding of the nature of determinism.

Award a maximum of **[6 marks]** where the concept of determinism is clearly expressed and applied to the biological perspective in a limited manner.

**[8 marks]** can be given for a good understanding of determinism and a clear discussion of its relationship to the biological perspective.

**Cognitive perspective**

2. (a) **Outline *one* assumption of the cognitive perspective.** **[2 marks]**

An assumption is an underlying belief that is held to be true. For **[2 marks]**, expect a brief summary of a relevant assumption, *e.g.* mental processes are amenable to psychological study, that explorations of non-human behaviour are relevant to humans, or that behaviour can be explained as an outcome of information processing. Allow **[1 mark]** for correct identification of a relevant assumption from the cognitive perspective.

Candidates who fail to outline a clear and relevant assumption should be awarded **[0]**.

- (b) **Identify *one* key concept based on the assumption outlined in part (a) and explain the relationship between the two.** **[6 marks]**

Award **[1 mark]** for accurately identifying a concept that is clearly founded on the assumption outlined in part (a), *e.g.* reconstructive memory, schemas, *etc.*

For the additional **[5 marks]** expect a clearly presented explanation showing how the concept is related to the assumption. For example, Loftus' research into reconstructive memory is based on the assumption that behaviour can be explained as an outcome of information processing. In this case the behaviour (recall of an event) is affected by the cognitive processing of information provided after the event, and her research has shown that memory for events can be changed or supplemented by the introduction of later information.

Award **[4 to 5 marks]** for a clearly presented explanation showing how the concept is related to the assumption outlined in part (a).

Award **[2 to 3 marks]** for a relevant explanation of the concept, where the relationship between the concept and assumption is not made explicit.

Award **[0 to 1 marks]** for a partial explanation of the relationship between the concept and assumption.

Where candidates have failed to identify a relevant example in part (a) they will be unable to complete part (b) and should also be awarded **[0]**.

### Learning perspective

3. Describe how *one* historical or cultural condition helped to give rise to the learning perspective. **[8 marks]**

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

To earn marks in the higher bands, candidates need to explicitly link the historical or cultural condition they describe to the development of the learning perspective. Examiners should not look for a clear distinction between cultural and historical conditions as they are often indistinguishable. Responses focusing on historical world events, scientific advances, or schools of psychology could be appropriate as well as the cultural zeitgeist of world regions (such as the US and former Soviet Union) where the learning perspective gained acceptance.

A maximum of **[4 marks]** may be awarded for responses that accurately describe a relevant historical or cultural condition yet do not make connections specific to the learning perspective.

Essays describing historical or cultural conditions during the developmental period of the learning perspective which are not relevant to its development should be awarded **[0 marks]**.

**SECTION B**

4. (a) **Describe assumptions on which key concepts from the biological perspective are based.** **[10 marks]**

*Reference to the paper 1 section B markbands may assist awarding of marks.*

The choice of assumptions is very broad. The syllabus details biological factors such as genes and hormones, innate tendency to imprint, relative importance of inherited disposition and relevance of animal research. As long as the candidate chooses an assumption that is made relevant to the biological perspective, the answer should receive some credit. It is probable that an assumption will be chosen from the syllabus and an example, based on the assumption that some animals have an innate tendency to imprint, is outlined below.

Candidates may select herd animals such as deer or sheep, but they could equally well choose geese or ducks or the European shrew since each of these have been studied and subsequent reports are well documented in the literature. (Examples are seen in the work of Lorenz, Salzen and Sluckin, Gottlieb and Zippelius). The imprinting process differs in some of these species in that sheep and deer rely primarily on olfactory senses, geese and ducks on visual and audio senses and European shrews on tactile senses. After birth or hatching, imprinting needs to occur relatively swiftly so that mother and offspring come to recognise each other quickly. They must respond to each other in times of need, particularly when predators threaten. Imprinting is considered by most ethologists to stem from an innate disposition to learn during a sensitive period of development. In geese and ducks this process starts before hatching. The following response in each of these species is of paramount importance, not least in the parent guiding offspring to food and demonstrating other protective strategies for survival, including recognition of their own species.

High marks should be awarded for two or three relevant assumptions described fully or where more numerous assumptions are described accurately, but in rather less detail. More than one assumption should be described. Where these assumptions receive limited description then up to **[5 marks]** should be awarded. Where a candidate presents an example of an assumption that is very limited, then very few marks should be awarded.

- (b) **Evaluate the assumptions described in part (a).** **[10 marks]**

*Reference to the paper 1 section B markbands may assist awarding of marks.*

Evaluation of the chosen assumptions will also vary. In the example above it may be well to consider that even in the species mentioned it is by no means clear that imprinting inevitably occurs. There are many exceptions where the mother rejects its offspring, or the following response of the offspring fails to occur, and no innate tendency to imprint is observed. Similarly in other examples of assumptions provided in the syllabus, there will be many exceptions to an assumption and candidates need to identify these and evaluate them in a clear manner. High marks should be given where salient points are made that demonstrate the candidate's awareness of the shortcomings of the assumptions selected. Where little evaluation is offered there should be few marks awarded. Limited but relevant evaluation should be given up to **[5 marks]**.

5. **Describe and evaluate methodologies used in the cognitive perspective (e.g. experiments, interviews, verbal protocols).** **[20 marks]**

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

This question requires description of relevant methodologies which may include experiments, interviews, observations, verbal protocols, psychometric testing, fully justified as representative of the cognitive perspective, e.g. research techniques focusing on investigation of the mental processes used to acquire, store, retrieve and apply knowledge about the world. Examples from cognitive research may be used to illustrate how a research technique relates to the cognitive perspective. The second aspect of this question focuses on the evaluation of named methodologies. This may be achieved through discussion of strengths and limitations, applications, ethical considerations, or by comparison with other methodologies.

Award a maximum of **[10 marks]** for description of relevant methodologies without evaluation.

6. (a) **Use empirical studies to illustrate two research methodologies used within the learning perspective (e.g. experiments, observations, case studies).** **[10 marks]**

*Reference to the paper 1 section B markbands may assist awarding of marks.*

Award high marks where candidates discuss two relevant and distinct research methodologies which have each been illustrated with an empirical study. Some candidates may use more than two studies in their responses and these should be given credit, as the question does not limit the number of studies to be used. A maximum of **[5 marks]** may be awarded where candidates accurately describe relevant research methodologies but do not provide accurate examples of research studies using those methodologies within the learning perspective. Candidates simply describing two studies utilizing different research methodologies from the learning perspective without highlighting the methodology should be awarded no more than **[4 marks]**.

Candidates who fail to utilize two research methodologies should receive a maximum of **[2 marks]**.

- (b) **Compare the strengths and limitations of two methodologies used in the learning perspective.** **[10 marks]**

*Refer to the scaled paper 1 section B markbands below when marking this part of the question.*

High marks should be awarded where there is clear and precise comparison by pointing out similarities and differences in the strengths and limitations of two methodologies. Candidates are not obliged to use the same two methodologies from part (a), but may do so. A maximum of **[5 marks]** should be awarded if the candidate addresses only similarities or differences, but not both. A maximum of **[5 marks]** should be awarded if the candidate offers only strengths and limitations of one methodology used in the learning perspective.

**Markbands**

- 0 to 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 to 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 to 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 to 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 to 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.
-