



MARKSCHEME

November 2005

PSYCHOLOGY

Standard Level

Paper 1

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SECTION A

Biological Perspective

1. Identify and explain *one* contribution of the biological perspective to the scientific study of behaviour. *[8 marks]*

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

Examiners should interpret the term ‘contribution’ in a flexible manner, provided that an explicit link is made to biology. The term ‘scientific study’ may not necessarily be linked to the experimental method since several methods can rightly claim to be associated with scientific study, e.g. observational method. It is also acceptable if a response focuses on studies rather than research methods, given the wording of the question that is taken from the syllabus. There are many contributions from which to choose, but only **one** contribution should be given credit. If an example is used such as ‘the use of placebos’ then this justifiably may be illustrated by its employment in more than one study.

Award up to *[2 marks]* for appropriate identification, but only *[1 mark]* where there is some doubt about the appropriateness of the choice.

Award *[3 to 4 marks]* where the choice is appropriate but the explanation is unclear and incomplete.

Award *[5 to 6 marks]* where both the choice is appropriate and the explanation is reasonable but limited.

Award *[7 to 8 marks]* where the choice is appropriate and the explanation is both relevant and effective.

Cognitive Perspective

2. (a) **Briefly describe the method used in *one* empirical study from the cognitive perspective.** **[4 marks]**

Any research study may be used in this question provided it is demonstrably cognitive. Thus a variety of topics will be appropriate, including, for example studies of memory, attention, perception, or cognitive dissonance, *etc.* Award full marks where the description of the method for an appropriate cognitive study is accurate and explicit. Award **[2 marks]** for the identification of both a relevant study and a method. No marks may be awarded where the study reported does not investigate a topic from a cognitive perspective, or where the candidate offers aims and findings rather than the required method.

- (b) **Outline *one* ethical strength and *one* ethical limitation of the method described in part (a).** **[4 marks]**

In this section of the question, the candidate is being asked to produce an appraisal of the procedure when ethical considerations are applied to the research. Thus both a strength and a limitation is required, *i.e.* one ethical guideline adhered to and one ignored. Full marks may be awarded where both are addressed. A maximum of **[2 marks]** may be awarded where only a strength or a limitation is outlined. If both one strength and one limitation are merely identified award up to **[2 marks]**. If ethical considerations are listed but not addressed in terms of strengths or limitations of the chosen study, no marks may be awarded.

Learning Perspective

3. (a) Identify *one* assumption from the learning perspective. [2 marks]

Responses require a statement identifying, rather than explaining, a relevant assumption from the learning perspective. Examples of assumptions that may be identified include:

- only observable, objective behaviour should be studied
- learning can take place in the absence of reinforcement
- innate predisposition to learning
- learning can be influenced by a variety of factors such as environmental, cognitive or biological influences.
- However, other equally credit worthy assumptions may be identified.

Award [2 marks] for a clearly relevant and precise response.

Award [1 mark] where the answer is less precise but still accurate e.g. “All behaviour is learned”.

(b) Explain how *one* assumption from the learning perspective is illustrated by *one* theory or study. [6 marks]

The assumption chosen here need not be the same as that identified in part (a). The study or theory included in the response should clearly illustrate the assumption chosen. Great detail of the study or theory is not required; however enough detail should be given to demonstrate understanding of how it illustrates the assumption. Appropriate study or theory based examples could include the early Learning Perspective’s focus on observable behaviour and how, in some of his early work, Skinner used recording devices to quantify behaviour of a variety of animals, or how Seligman’s research on preparedness exemplifies the belief that learning may be influenced by biological influences.

Award [5 to 6 marks] when the link between the assumption and the relevant theory/study is clearly and accurately made and the study/theory is sufficiently detailed to illustrate the assumption.

Award [3-4 marks] when the link between the assumption and the theory/study is made but the study/theory is not sufficiently clear to illustrate the assumption.

Award [1 to 2 marks] when the link is only implied or only illustrated by example, without explicit reference to a relevant assumption.

SECTION B

- 4. Identify *one* key concept from the biological perspective and discuss its contribution to the understanding of behaviour. [20 marks]**

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

Key concepts mentioned in the syllabus include the endocrine system, the role of genes, the CNS, neurotransmitters and bodily rhythms. Other choices are also acceptable providing that they relate to the biological perspective. Essays need to discuss the contribution made to understanding behaviour. Although discussion may involve some descriptive material this should not be too much since the question requires a more defined focus on the contribution made. An example could refer to bodily rhythms and evidence could be drawn from studies that prevent zeitgebers from indicating the patterns associated with time. The contributions from such studies have implications for shift workers and people who travel rapidly across time zones.

5. (a) **Outline *one* theoretical explanation of behaviour from the cognitive perspective.** **[6 marks]**

Cognitive explanations focus on mental processes and how they may affect behaviour, for example: multi-store model of memory, cognitive dissonance, perceptual set, or others.

Award **[4 to 6 marks]** for an accurate outline of a relevant theoretical explanation.

Award **[2 to 3 marks]** for an outline of a relevant theoretical explanation of behaviour lacking in clarity.

[1 mark] may be awarded for mere reference to a relevant theoretical explanation.

- (b) **Discuss strengths and limitations of the theoretical explanation of behaviour outlined in part (a).** **[14 marks]**

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

Relevant material may refer to a range of factors, including for example, experimental research that either supports or challenges the explanation and its ecological validity, to practical applications of the theory, to the omission of other contributory factors, to claims of oversimplification, *etc.*

Award **[10 to 14 marks]** where a balanced consideration of the theoretical explanation is offered, discussing strengths and limitations supported by empirical research findings / alternative theory.

Responses meriting mid band **[5 to 9 marks]** will probably concentrate on either strengths or limitations of the explanation.

Award a maximum of **[3 marks]** to answers offering general evaluation points for the cognitive perspective but which omit the explicit evaluation of the theory required in the question.

Markband

- 0** If the answer does not achieve the standard described in mark band 1 to 3, a mark of 0 should be recorded.
- 1 to 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 to 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, or to alternative explanations.
- 5 to 7** There is an attempt to structure the answer but it is not 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, or to alternative explanations appropriate to the question.
- 8 to 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. Cultural, ethical, gender or methodological considerations, or alternative explanations are present and appropriate to the question.
- 10 to 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, or alternative explanations are present and appropriate to the question.
- 12 to 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, or alternative explanations form an integral part of the response.

6. **Examine the extent to which the concept of free will relates to the learning perspective.** **[20 marks]**

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

Candidates are being asked to analyse the extent to which the concept of free will relates to the learning perspective, bringing out the assumptions and interrelationships involved.

Essays might include an explanation of the learning perspectives relative stance on the continuum of free will and determinism, the degree of focus on the concept, or the factors influencing free will, among others.

Award **[14 to 20 marks]** for essays that clearly and accurately explain the extent to which free will relates to the learning perspective. Essays in this range should be balanced and well developed.

Award **[8 to 13 marks]** where essays are more descriptive than evaluative with implicit linkage to the question.

Award **[1 to 7 marks]** where the question is only partly addressed and focuses on illustrative examples rather than detailed explanation of relevant points.
