



MARKSCHEME

NOVEMBER 2005

PSYCHOLOGY

Higher Level and Standard Level

Paper 2

*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.*

Comparative Psychology

1. To what extent can altruism be claimed to exist in non-human animals? [20 marks]

Refer to the paper 2 markbands when marking this question.

The command term ‘to what extent...?’ means that essays should provide a discussion and arrive at a judgment as to the possible existence, or non- existence of altruism in non-human animals. Answers that fail to enter into discussion should receive a maximum of **[6 marks]**. There are many examples of apparent altruism including those exhibited by small social animals such as honey bees or worker ants. This behaviour has been considered by Dawkins in his selfish gene theory. Less amenable to such explanations is the discovery of altruistic behaviour in vampire bats, where bats from different gene pools help each other.

Examiners should be careful in giving maximum credit to superficial explanations of animals such as rabbits or meerkats where the animal on guard is perceived as self sacrificing by thumping or giving alarm calls. Studies show that such animals create panic amongst other animals that diverts the attention of the predator away from the guard. Alternatively they may be regarded as animals that seek high status (Zahavi). The behaviour is selfish and not altruistic.

The donor, altruistic animal, is regarded as sacrificing its own inclusive fitness by increasing the inclusive fitness of the recipient. Answers should refer to this concept in order to explain the nature of altruism. There should be some attempt to balance the argument presented and an appropriate conclusion should be reached.

2. **Examine *two* studies related to courtship and mating strategies in non-human animals.** **[20 marks]**

Refer to the paper 2 markbands when marking this question.

An analysis is required of the empirical evidence drawn from two studies. Both studies should indicate courtship behaviour that is normally the pre-requisite for mating. A broad range of studies is available but the writing will need to consider studies where both courtship and mating are an integral part of the study.

While some description will necessarily be offered this should not form the major part of the answer. Essays should try to explain why the courtship process is valuable. For example in many birds the female assesses the potential of her future mate by observing his capabilities as a father and provider in terms of food, territory, aggression, nest building and nest maintenance. There are parallel cases in other animal behaviour but sometimes the behaviour is dramatically different.

It is also necessary to focus on mating and while this is relatively brief in some animals it is prolonged in others, *e.g.* damsel flies where mating is claimed to be several hours. Mating may also be practised by stealth where no courtship is involved, *e.g.* sneak copulations in elephant seals, or extra pair mating in many bird species where the female is inseminated by more than one male and the gene pool is increased.

3. (a) Describe *two* studies of teaching language to animals. **[10 marks]**

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

Some of the essays offered may well contain lengthy references to definitions of the word language and the criteria that must be met before responses may be deemed to be a language. While limited exploration into what constitutes a language is reasonable, a paragraph should suffice to explain the relevant points. Examiners should use their judgment by awarding up to **[3 marks]** for this aspect. More focus should be on the studies themselves and the descriptions of these. No marks should be given in this part (a) for work that is evaluative in nature, since this is the province of part (b).

Award **[0 marks]** for irrelevant material.

Award **[1 to 3 marks]** for material that shows a superficial level of knowledge of studies of teaching language.

Award **[4 to 6 marks]** for increased knowledge and some understanding of two relevant studies.

Award **[7 to 10 marks]** for substantial knowledge and good understanding of two relevant studies.

(b) Discuss how the application of findings from these two studies may help in teaching language to humans. **[10 marks]**

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

The choice of studies made above may well influence the quality of part (b) answers. For example the studies with Washoe were largely achieved through conditioning techniques, and while it is precisely these techniques that are used with children, this reason is insufficient itself for language acquisition. Language is not only acquired through speaking, and examples from studies with animals show that a degree of understanding of language can be attained by using modified computer keyboards or the use of plastic symbols. Tactile forms of language acquisition can be used by visually impaired children and other means can be used by mute or hearing impaired children. Some of the early pioneering work for these processes was attempted with non-human animals, including the use of mirrors, facial expression and shape of the mouth when speaking.

Award **[0 marks]** for irrelevant material.

Award **[1 to 3 marks]** for material that shows a superficial level of discussion.

Award **[4 to 6 marks]** for increased depth of discussion though slightly imbalanced based on a reasonable understanding.

Award **[7 to 10 marks]** for substantial and balanced discussion based on good understanding.

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. Using examples from cultural psychology research, examine how the study of universal and culturally specific behaviour has helped to further the understanding of behaviour.** **[20 marks]**

Refer to the paper 2 markbands when marking this question.

Examples of universal behaviour studies that have been researched include facial expression, emotion, language development and relativity, and categorization (*e.g.* color naming). Responses to this question should accurately identify and describe relevant cross-cultural research to illustrate how the conclusions developed from it have helped in understanding human behaviour. For example, knowledge of differences and similarities across cultures has helped in areas such as communication, international relations, and interpersonal interaction.

Award **[14 to 20 marks]** for essays that clearly and accurately describe relevant examples of cross-cultural research and then elaborate on how such knowledge has impacted upon our understanding of human behaviour.

Award **[8 to 13 marks]** for essays that describe universal and culturally specific behavioural research but only imply the impact of this research.

Essays in the **[1 to 7 marks]** range would be characterized by simplistic descriptions of stereotypical or generalized commentary that is not well supported nor makes inferences concerning the understandings developed.

Award a maximum of **[10 marks]** if only one example is given. The question asks for examples, so at least two are expected.

6. **Assess the extent to which ethnocentricity affects the interpretation of human behaviour.** **[20 marks]**

Refer to the paper 2 markbands when marking this question.

This question requires an assessment of how much ethnocentricity may affect the interpretation of behaviour. At the heart of the concept of ethnocentricity lies a belief that variation in behaviour across cultures is qualitatively different—using one’s own culture as the standard for comparison. It can also be seen as an implied value judgment that a person’s ethnic group (and the subsequent behaviour common to it) is superior to other ethnic groups. Researchers try to take a value-neutral position in order to diminish the possibility of inappropriately interpreting behaviour and may rely on techniques such as triangulation to further help.

Award **[14 to 20 marks]** where a reasoned and well-supported assessment is made. An accurate definition and possibly examples of ethnocentrism as it relates to psychology could also be offered.

Essays that merely discuss the role of ethnocentricity without making an assessment should be awarded marks in the **[8 to 13 marks]** range.

Award **[0 to 7 marks]** for a basic description of ethnocentrism and/or where the essays amount to an extensive use of examples of ethnocentric behaviour.

The Psychology of Dysfunctional Behaviour

7. Discuss gender considerations related to the psychology of dysfunctional behaviour. *[20 marks]*

Refer to the paper 2 markbands when marking this question.

The command term “discuss” requires candidates to offer a balanced discussion of gender differences and gender biases present in the psychology of dysfunctional behaviour, including their own evidence-based opinions. Sound arguments, based on the empirical evidence presented, are expected for marks in the higher bands. Some appropriate examples of research could include: Turns, 1985 – research on gender differences in phobias; Clancy & Gove – gender differences in response bias in self-reports; Wakefield, 1987 – gender bias in the diagnostic process; Wahl & Hunter, 1992 – gender effect in schizophrenia research. Arguments may include the analysis of contradictory evidence, differential rates of disorders for females and males in different cultures or subcultures, and the increases in diagnosis which may be related to changes in cultural demands (for example, depression or eating disorders in women). Some of the following points may also be discussed:

- Is it more culturally acceptable for women to express symptoms of a mental disorder than it is for men?
- Can differential rates of diagnosis (by gender) be attributed to gender bias on the part of the clinician?
- Are feminine social roles more stressful than those of men, thus resulting in more frequent diagnoses of mental illness?

Responses attracting marks in higher bands *[14 to 20 marks]* should offer a well structured essay with arguments supported by psychological research.

Answers explicitly presenting mainly descriptive knowledge of relevant gender differences or gender bias in relation to dysfunctional behaviour may be awarded *[8 to 13 marks]*.

Limited and vague accounts of gender differences should be awarded *[0 to 7 marks]*.

8. (a) Outline *one* dysfunctional behaviour. [6 marks]

Relevant outlines might be offered for:

- anxiety disorders
- schizophrenia
- affective disorders

Answers may also refer to specific disorders under these major categories. Award equal credit if the answer describes some specific disorder under, for example the major category of anxiety disorder – *i.e.* generalized anxiety, phobias, or obsessive-compulsive disorder.

Responses should include clinical characteristics of the dysfunctional behaviour, with better quality answers making reference to ICD or DSM.

Award **[5 to 6 marks]** for an outline of the dysfunctional behaviour that is logically structured, accurate and clear.

Award **[3 to 4 marks]** for an outline of the dysfunctional behaviour that is accurate and relevant but lacking in clarity.

Award **[1 to 2 marks]** for an outline of the dysfunctional behaviour that is often inaccurate.

Award **[0 marks]** If the material presented is irrelevant.

(b) Compare *two* models or theories explaining the dysfunctional behaviour described in part (a). [14 marks]

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

To answer this question candidates are required to present similarities and differences between any two models or theories explaining the dysfunctional behaviour presented in part (a). This may be achieved through identification of assumptions of each regarding both normality and “abnormality”, and a consideration of resultant implications.

Answers meriting marks in the higher bands **[10 to 14 marks]** must consider each approach in relation to both similarities and differences between the models or theories.

Award **[5 to 9 marks]** for mainly descriptive answers where the comparison is not made explicit.

Award **[1 to 4 marks]** for descriptive accounts of only one model or theory explaining the dysfunctional behaviour described in part (a).

Award a maximum of **[7 marks]** for answers which present solely differences or similarities.

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 options. 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 options is limited, often inaccurate and of marginal relevance to the question.
- 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.
- 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.
- 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 options. The answer contains appropriate analysis, but there may be minor omissions. Evaluation is clear and applied appropriately.
- 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.

9. (a) Describe *two* approaches to treatment for *one* dysfunctional behaviour. [10 marks]

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

“Treatment” as defined in the psychology guide encompasses physiological treatments and psychological therapies. This question requires a detailed description of two types of treatment based on different models / theories of dysfunctional behaviour. The answer could provide a description of the rationale (assumptions) underlying the approach to treatment. Both answers referring to examples from within a broad theory or from different theories should be credited. For example, answers might refer to two therapies from the learning perspective.

Description of each treatment is out of **[5 marks]**.

Award **[4 to 5 marks]** for a detailed and accurate description of one approach to treatment.

Award **[2 to 3 marks]** for an accurate but limited description.

Award **[0 to 1 marks]** For identification of one relevant approach to treatment.

(b) Evaluate *one* of the approaches to treatment described in part (a). [10 marks]

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

The second part of the question requires an appraisal of one of the treatments presented in (a). For example, evaluation can include the following points:

- Does the treatment target specific behaviours or does it take a more holistic approach?
- Is the approach treating symptoms rather than underlying causes?
- Is the approach to treatment based on a theory which has been established through controlled experimental methods *i.e.* suggesting a cause and effect relationship?
- In terms of time and money are these treatments relatively economical?
- Is there evidence that some forms of treatment tend to be more effective than others with the chosen dysfunctional behaviour.

In order to gain a high mark **[7 to 10 marks]** the answer should deal with some issues in a competent and detailed way. High scoring responses may also include discussion of issues such as the reliance on observable concepts and simplicity, the possibility of symptom substitution, ethical issues, high success rates *etc.* The answer should include relevant empirical evidence and offer a balance between strengths and limitations.

Middle range responses **[4 to 6 marks]** are likely to address the requirements of the question in a competent but limited manner, or only offer *either* strengths or limitations.

Vague, less accurate answers containing no more than a few relevant comments, should be awarded **[0 to 3 marks]**.

Health Psychology

10. To what extent are physical and mental health interrelated?

[20 marks]

Refer to the paper 2 markbands when marking this question.

The command term requires that essays should evaluate the success or otherwise of one argument over another and that a conclusion should be presented that is supported by argument. Very few marks should be awarded by examiners to responses that simply offer descriptions of physical or mental health. Once the writing begins to show that an interrelationship does, or does not exist, then further marks can be awarded.

Answers should contain reference to empirical studies or theories, but these should not be long descriptions. The aim is to examine critically the claims that are made. For example the concept that a person who suffers from physical ill health will also suffer from mental problems is not always correct. On some occasions the former, if it results in a person having to adopt a less hectic or stressful lifestyle, may often improve mental health. On the other hand, there may be examples of where poor mental health may give the rise to physical illness.

Higher marks *[14 to 20 marks]* should be given for answers that use relevant theory and studies in an effective manner, and also present reasoned argument and a conclusion that emerges from such an argument.

Answers that acknowledge the interrelationship of physical and mental health, making relevant, though limited comment, should receive *[8 to 13 marks]*.

Answers that are merely descriptive should be awarded a maximum of *[7 marks]*.

11. Consider addictive behaviour that is related to substance use and misuse. [20 marks]

Refer to the paper 2 markbands when marking this question.

The question is focused on addictive behaviour and not merely on the occasional use of substances for medical or recreational use. Marks should not be awarded for such work unless it is explicitly linked to addictive behaviour that could occur at a later stage of substance usage. Examiners should treat substance use and misuse fairly broadly, provided that the essay makes explicit the associated addiction.

A balanced discussion is needed, based on opinion that is supported by empirical evidence and sound argument.

If both evidence and argument are of a good standard then high marks should be awarded **[14 to 20 marks]**.

If the writing includes limited argument that is not balanced then the mark should be between **[8 to 13 marks]**.

If empirical evidence is presented without sound argument or evidence then award **[0 to 7 marks]**.

12. (a) **Explain *two* physiological aspects of stress.** **[10 marks]**

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

Although the guide mentions physiological aspects of stress such as the role of environmental factors associated with temperature, noise level and overcrowding, it is perfectly acceptable for other physiological causes to be offered. These may include physical injury or affliction such as tooth-ache, or physical discomfort caused by travel motion. Essays should show how physiological aspects cause stress by using physiologically based explanations. If the aspects are not physiologically based no marks should be given. If the aspects are physiologically based, but no explanation is offered, they should be awarded a maximum of **[5 marks]**. If both aspects are explained effectively by the use of psychological processes then higher marks **[6 to 10 marks]** can be obtained. If only one aspect is considered then these marks should be reduced by half.

- (b) **Evaluate *one* way of coping with the physiological aspects of stress that you have explained in part (a).** **[10 marks]**

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

Evaluation may be offered by reference to physiological or psychological coping, or a combination of both. Exercise or drugs are likely to feature in responses to this part of the question, although several psychologically based therapies could also be advanced. Since evaluation is needed, a description of the ways of coping is not necessary, nor should it be awarded more than **[2 marks]**.

High marks **[7 to 10 marks]** should be awarded for writing that offers effective negative or positive criticism of the way of coping.

Mid range responses **[4 to 6 marks]** are likely to be characterized by limited evaluation or by work that is rather limited in quality.

Weak answers offering minimal relevant content should be awarded marks in the range **[0 to 3 marks]**.

Life span Psychology

13. “Contemporary lifespan research has challenged the supposed irreversibility of early experiences.”

Examine the ongoing impact of early emotional development with reference to research from lifespan psychology. **[20 marks]**

Refer to the paper 2 markbands when marking this question.

The question requires the candidate to analyse the different views implied in the quotation in a critical way, identifying and considering the assumptions and interrelationships of the issue. A popular response is likely to be the choice of attachment and separation, in which the early work of Bowlby and of Ainsworth may be considered in relation to current views, where many researchers have disputed the idea that an internal working model of relationships formed during attachment always influences later relationships and behaviour. For example, the Hodges & Tizard (1989) longitudinal study of ex-institutionalised adolescents found that children (who had not formed a stable attachment), adopted between the ages of two and eleven, could form close attachments to their adoptive parents, although all the children in the study had problems with relationships outside their family.

Top band **[14 to 20 marks]** responses will be characterised by informed, evaluative analysis supported by relevant theory and research findings, in which a clear argument is produced challenging (or possibly supporting) the issue of irreversibility of early experiences.

Mid band **[8 to 13 marks]** essays may offer accurate description of relevant research with implicit discussion of the issue.

Award minimal marks where answers do not address the issue, offering only implicitly related description of relevant research / theory.

- 14. Examine how *either* cultural *or* gender considerations may affect the interpretation of research into adolescence. **[20 marks]****

Refer to the paper 2 markbands when marking this question.

This question requires an analysis of either cultural or gender considerations and how these may affect the interpretation of research into adolescence. Cultural considerations may refer to both cross-cultural and subcultural groups. Responses may either go into depth on a few considerations or offer breadth with a variety of considerations. One strategy may involve examining a particular theory of adolescence and reaching conclusions about its universality. For instance, Hall’s theory of adolescent development was based on a Western construction and may not be universally applicable. Similarly, if gender considerations are examined, answers presenting a reasoned argument should incorporate appropriate research in order to attract high marks. Research may refer to empirical studies so another strategy may involve consideration of the universality of research findings.

Award **[14 to 20 marks]** for responses that offer detailed and relevant discussion of either cultural or gender considerations and their impact on the interpretation of research. Essays in this band should make clear links between the stated considerations and the interpretation of research.

Award **[8 to 13 marks]** for responses that examine relevant considerations but are more limited in scope and the effects on the interpretation of research may be less explicit.

[0 to 7 marks] responses offer limited, relevant considerations only tangentially linked to the interpretation of research.

- 15. With reference to psychological research, describe and evaluate methodologies used in lifespan psychology. [20 marks]**

Refer to the paper 2 markbands when marking this question.

An informed response is likely to consider the need for the application of certain methodologies in this approach, *i.e.* the need to conduct on-going longitudinal investigations into changes across the lifespan, with resultant ethical implications for participants in terms of privacy, confidentiality, *etc.*, and the problems around the use of experimental research, particularly when the behaviour of children is being investigated. Naturalistic and laboratory observations, interviews, questionnaires, retrospective studies, *etc.* may all be considered but should be explicitly related to lifespan psychology.

Top band essays **[14 to 20 marks]** will be able to rationalise the use of alternatives to the experiment in lifespan psychology. The command terms are to describe and to evaluate, so expect both strengths and limitations of relevant research techniques to be explored after informed description of specific techniques.

Mid band responses **[8 to 13 marks]** may be characterised by an over-emphasis on description of relevant research, with limited attempts at evaluation, or with reference only to limitations or to strengths.

[0 to 7 marks] answers may attempt to address the question but the points made are of marginal significance.

Psychodynamic Psychology

16. Compare *two* neo-Freudian theories in relation to the influence of childhood experience on human behaviour. **[20 marks]**

Refer to the paper 2 markbands when marking this question.

Whichever theories are presented, it is important that the focus of the answer is on their attempts to understand behaviour by analyzing the formative role of childhood experience. Similarities and differences between the two interpretations must be offered.

On one hand, psychodynamic theories have several common ideas about the importance of childhood experience. For instance, most psychodynamic theorists focus their attention on the early years of life and agree that psychological development occurs in stages. Moreover, they share the assumption that adult behaviour and ongoing problems are determined by experiences in early childhood.

On the other hand, psychodynamic theories view the importance of childhood experience in different ways. For instance, object-relations theorists such as Klein, Winnicott, Mahler, emphasize the importance of the first two years of life rather than the Oedipal phase, the infant's relationships to important figures rather than sexual needs and drives. Self theorists such as Kohut view the self as the central construct in personality. The self is structured in the early years of life as the child interacts with important self-objects in the environment. Persons with an autonomous self are able to engage people in intimate and fulfilling relationships. Ego theorists such as Anna Freud, Hartmann, Erikson, emphasize the mechanisms used by the ego to deal with the world.

Higher band responses **[14 to 20 marks]** will make appropriate comparisons using both theories to show the influence of childhood experience on behaviour.

Middle mark band answers **[8 to 13 marks]** may be mainly descriptive.

Low mark band answers **[0 to 7 marks]** may describe theories but their relationships to childhood experience will be limited.

Award a maximum of **[10 marks]** for answers offering only similarities or differences.

Award a maximum of **[10 marks]** where description and evaluation of only one neo-freudian theory is offered, or where one neo-freudian theory is compared with Sigmund Freud's theory.

17. (a) Describe *two* research methodologies that are used in psychodynamic psychology. **[10 marks]**

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

Answers must present a detailed description of two research methodologies that are representative of psychodynamic psychology.

Appropriate content may refer to methodologies often used in psychodynamic psychology such as the case study method, observation and experiments. Case study methods may be exemplified by the work of Freud. Observational methods may be used in the initial phase of patient-client communication. Relevant content may also present attempts to test psychodynamic concepts experimentally: studies drawn from psychiatry, psychology, anthropology and other disciplines have examined the scientific credibility of psychodynamic theories.

Higher band responses **[7 to 10 marks]** may offer an informed description of two research methodologies used in psychodynamic psychology.

Middle band answers **[4 to 6 marks]** may present a limited description of two appropriate research methodologies.

No marks should be awarded for description of psychotherapeutic techniques.

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

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

Answers should offer a balanced discussion of both limitations and strengths of the chosen psychodynamic research methodology.

Because important aspects of psychodynamic theories are not amenable to the experimental method, some psychologists such as Eysenck claim that they have no value either as psychology or as science. On the other hand, many psychoanalysts claim that the experimental method is an inappropriate way to evaluate psychodynamic theories. They believe that the theories are supported in practise in the analyst-patient interview, and in other ways. According to them, psychodynamic psychology is empirically valid in the sense that it is based on detailed observations in a clinical setting. However, strict experimentalists argue that basing a general explanation of human behaviour on observations made mostly in a clinical setting is a dangerous approach to theory building. Further, the observational data generated within the clinical context is dependent on the analyst's own interpretation of what happened. Independent observers are seldom if ever employed in analytic sessions and studies, so the analyst's interpretations cannot be verified or matched against the judgement of a second or more independent researcher.

Higher band responses [**7 to 10 marks**] should discuss the strengths as well as the limitations of the chosen psychodynamic methodology.

Middle band responses [**4 to 6 marks**] may offer an appropriate though limited evaluation.

Award up to a maximum of [**5 marks**] to answers offering only strengths or limitations.

18. Examine ways in which *two* psychodynamic theories explain the development of personality. [20 marks]

Refer to the paper 2 markbands when marking this questions.

Answers should offer a critical and detailed analysis of two psychodynamic theories of personality development. Relevant content may include reference to the first psychoanalytic theory of personality development: Freud’s theory of psychosexual stages. However Freudian theory did not long remain the sole approach to explaining the human personality. Psychoanalytic theorists following Freud have presented alternative explanations of personality development.

For instance, Mahler’s object-relations theory describes a sequence of stages whereby the individual first establishes a symbiotic bond with the caregiver and then gradually develops in the direction of separation and individuation. Jung provides an intriguing theory of personality development in the adult years in terms of individuation or the full actualization and expression of the self. Fromm’s sociocultural theory suggests that personality development is determined primarily by psychosocial rather than psychosexual forces: he claims that people’s individual personalities are the product of their social context. He believes that the basic human conflict is not related to the impulsive nature of the id but arises from the struggle between the need for freedom and individuality and the terror of isolation and insignificance associated with such freedom.

Higher band responses [**14 to 20 marks**] should offer an appropriate analysis of two psychodynamic theories of personality development.

Middle band answers [**8 to 13 marks**] may be less analytic and more descriptive.

Lower band answers [**0 to 7 marks**] are likely to be mainly descriptive and may present a limited view of the psychodynamic approach, with only implied reference to the development of personality.

If only one theory is examined, the maximum mark available is [**10 marks**].

Social Psychology

19. (a) Describe *one* empirical study of conformity. [8 marks]

Conformity refers to the yielding to real or imagined group pressure by the individual. Many responses will offer the work of Sherif, Asch, or Crutchfield, *etc.* No marks should be awarded for descriptions of obedience to authority studies, *e.g.* Milgram, or Hofling, or to studies investigating influence of situation, *e.g.* Haney, Banks and Zimbardo.

Award [7 to 8 marks] for an accurate, detailed description of a study of conformity including reference to the aim, method, procedure and findings of the study.

Award [5 to 6 marks] for an accurate but less detailed description of a relevant study.

Award [3 to 4 marks] for an accurate but limited description of a relevant study which is lacking in clarity.

Award [1 to 2 marks] for a description of a relevant study lacking in precision.

(b) Explain how both ethical *and* methodological considerations may affect the interpretation of behaviour in research related to conformity. [12 marks]

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

Methodological considerations may refer to, for example, ecological validity, sampling techniques, replicability in other cultures, generalizability of findings, *etc.* Ethical considerations may include problems of informed consent, deception, invasion of privacy, participant distress, *etc.*

A top mark band [9 to 12 marks] response will offer a balanced account focusing explicitly on how methodological and ethical issues might influence the results and thus conclusions of research.

Mid band responses [5 to 8 marks] are likely to focus on only one of the two considerations.

A maximum of [2 marks] is available for a listing of methodological and/or ethical considerations in a disembodied way, *i.e.* without reference to conformity research.

Markband

- 0** If the answer does not achieve the standard described in mark band 1-3, 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 options. The answer consists of no more than a few relevant facts.
- 3 to 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 to 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 to 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 to 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 to 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.

20. Compare and contrast *two* theories of prejudice.

[20 marks]

Refer to the paper 2 markbands when marking this question.

A definition of prejudice and a choice of contrasting theoretical explanations may be found in a response attracting marks in the top band ***[14 to 20 marks]***. Relevant material may include, for example, explanations founded in social learning theory, in social identity theory, in intergroup conflict theory, *etc.* Explicit reference to both similarities of and differences between the theories is expected and may be achieved through examination of empirical research findings, ethnocentric bias, applicability, ability to account for origins and transmission of prejudice *etc.*

Mid band responses ***[8 to 13 marks]*** may offer implicit comparison. Responses focusing only on either similarities or differences will attract marks in this band.

Award a maximum of ***[0 to 7 marks]*** for simple description of theories with no attempt made to offer the required comparison and contrast.

The discussion of discrimination would be irrelevant to this question.

21. (a) Describe *one* theory explaining collective behaviour (e.g. crowds). **[8 marks]**

Relevant material may include, for example, explanations focusing on loss of control and rationality, e.g. deindividuation or emergent norm theories, or those considering rule-governed and rational behaviours, such as social identity theory or norm theory. Full marks may be awarded where the theory is accurately described and clearly related to collective behaviour.

Award **[7 to 8 marks]** for an accurate, detailed description of a theory explaining collective behaviour.

Award **[5 to 6 marks]** for an accurate but less detailed description of a relevant theory.

Award **[3 to 4 marks]** for an accurate but limited description of a relevant theory lacking in clarity.

Award **[1 to 2 marks]** for a description of a relevant theory lacking in accuracy.

(b) With reference to research findings, evaluate an application of the theory described in part (a). **[12 marks]**

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

Applications of the theory described in (a) may be evaluated in terms of usefulness, outcomes, applications, capacity to explain human behaviour in real life circumstances, to make predictions, and establish controls.

Appropriate content may include, for example, one of the following applications: Reicher used social identity theory in examining the St Paul's riot in Bristol to demonstrate how crowd behaviour was not uncontrolled and irrational but defined and directed by the group identity assumed by individuals. Marsh used norm theory to demonstrate that regularly occurring crowds - in this case football crowds on the terraces - develop implicit roles and norms which guide and regulate behaviour. Turner and Killian applied emergent norm theory in explaining the behavioural contagion often shown by crowds.

Top band **[9 to 12 marks]** responses will evaluate in terms of both strengths and limitations of the appropriately selected application, making reference to findings.

Allow up to **[6 marks]** where only strengths or limitations of the application are discussed.

A maximum of **[4 marks]** is available where strengths and limitations of the theory are described but without reference to research, or where description of an application is offered without evaluation.

Markband

- 0** If the answer does not achieve the standard described in mark band 1-3, 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 options. The answer consists of no more than a few relevant facts.
- 3 to 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 to 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 to 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 to 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 to 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.
-