

MARKSCHEME

November 2006

PSYCHOLOGY

Standard Level

Paper 1

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SECTION A

Biological Perspective

1. (a) **Outline *one* key concept from the biological perspective.** [2 marks]

Although other key concepts could reasonably be offered in responses, those referred to in the guide are:

- endocrine system
- role of genes
- central nervous system (organization and function)
- neurotransmitters (general mode of action)
- bodily rhythms such as the sleep-wake cycle.

Award [1 mark] for identification of a relevant key concept.

Award [2 marks] for an outline of one key concept from the biological perspective.

- (b) **Explain assumptions on which the concept chosen in part (a) is based.** [6 marks]

Assumptions upon which particular key concepts from the biological perspective are based include, but are not limited to:

- biological factors (such as genes and hormones) influencing behaviour (for example, innate tendency to imprint)
- relative importance of inherited disposition
- relevance of animal research.

Award [1 to 2 marks] for mere listing of assumptions related to the concept in part (a).

Award [3 to 4 marks] where relevant assumptions are described but not explained or where only one assumption is explained as the basis for the concept chosen in part (a).

Responses meriting [5 to 6 marks] should clearly explain assumptions on which the concept from part (a) is based. For example, the key concept of the role of genes is based on the assumptions that biological factors, such as genes, influence behaviour, *e.g.* the tendency to imprint, and that inherited disposition has a substantial impact on such behaviour. Furthermore, in this example, the relevance of animal research is also assumed.

Cognitive Perspective

2. Explain *one* historical or cultural condition that gave rise to the cognitive perspective. *[8 marks]*

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

“Rise” could be interpreted by candidates as the “origin” or “subsequent development” of the perspective, or both. The deliberate inclusion of “or” in this question should ensure that candidates have the option to address either historical or cultural conditions. There is no need for candidates to distinguish between historical and cultural conditions. A number of relevant contributions can be mentioned: Attempts to understand the mind and its operation go back at least to the Ancient Greeks, when philosophers such as Plato and Aristotle tried to explain the nature of human knowledge. The study of mind remained the province of philosophy until the nineteenth century, when experimental psychology developed. The development of computer and programming to serve as a model for human information processing is likely to feature in some candidate responses.

Lower range marks *[0 to 3 marks]* should be awarded to weaker responses that may show a lack of awareness of what is meant by historical and cultural conditions. They may also find it difficult to connect relevant factors to the rise of the cognitive perspective.

Middle band marks *[4 to 6 marks]* should be awarded to responses that find it difficult to connect relevant conditions to the rise of the cognitive perspective.

High quality summaries of relevant conditions should attract high marks *[7 to 8 marks]* providing that these are related to the rise of the cognitive perspective.

Learning Perspective

3. (a) Outline *one* empirical research study from the learning perspective. [2 marks]

The study may be from areas such as classical conditioning, neo-behaviorism, observational learning, social learning theory, cognitive maps, biological preparedness. The empirical study could be experimental or non-experimental in design.

Award [0 marks] for a study that is not from the learning perspective.

Award [1 mark] for the identification of an appropriate study.

Award [2 marks] for an accurate outline of a relevant study.

(b) Discuss *two* ethical controversies related to the empirical study described in part (a). [6 marks]

Some appropriate topics may include, but are not limited to, the use of non-human animals, conditioning of dysfunctional or antisocial behaviours, informed consent, right to withdraw, possible long-term harm.

Award [0 marks] for ethical considerations irrelevant to the study in part (a).

Award [1 to 3 marks] for basic description of two relevant ethical considerations with limited discussion.

Award [4 to 6 marks] where two relevant and appropriate ethical considerations are discussed.

SECTION B

- 4. Use empirical studies to explain the extent to which determinism relates to the biological perspective.** **[20 marks]**

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

A definition of determinism may be provided; a clear understanding of determinism should be evident. This should be related to the biological perspective in an explicit manner and supported by examples taken from relevant empirical studies. “...the extent to which...” requirement should be made clear.

Low marks **[0 to 7 marks]** should be awarded for some relevance but much more limited application of these points. “Extent” concept may be just seen or omitted in weakest cases.

Middle range marks **[8 to 13 marks]** are available for limited application of the previous points.

High marks **[14 to 20 marks]** should be awarded for evidence of a clear understanding of determinism with the use of relevant empirical examples that are applied in a coherent manner to the biological perspective. “Extent” is rational and made clear.

If candidates omit any reference to empirical studies and the “extent to which...” injunction award a maximum of **[5 marks]**.

5. (a) **Describe a cognitive explanation of *one* psychological or social question.** [10 marks]

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

A large number of topics can be described as a relevant psychological or social question. The cognitive perspective has generated empirical findings of great importance for legal issues, the justice system, for education, therapy and organizing society in general. No marks should be awarded for any explanation that does not relate to the cognitive perspective.

Answers in the lower bands [0 to 3 marks] may offer only a superficial account of a relevant cognitive explanation, with no link to the psychological/social question.

Mid band responses [4 to 6 marks] may offer an accurate but limited description of a cognitive explanation.

Answers meriting marks in the top band [7 to 10 marks] should offer a detailed description of a cognitive explanation of one psychological or social question.

(b) **Evaluate the cognitive explanation described in part (a).** [10 marks]

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

The chosen cognitive perspective explanation may be evaluated through comparison with explanations from other perspectives although the emphasis must remain on that of the cognitive perspective. Another way of evaluating the offered explanation is through reference to relevant empirical research.

Weaker responses will perhaps list relevant evaluation points for the perspective in general, or offer unsubstantiated opinion, in which case [0 to 3 marks] may be awarded.

Award [4 to 6 marks] for evaluations lacking balance.

Evaluation should include both strengths and limitations; so expect a balanced account in top band essays [7 to 10 marks].

A maximum of [5 marks] should be awarded if only either strengths or limitations are offered.

6. “Different perspectives tend to use a range of research methods (e.g. experiments, case studies, interviews) to obtain data about behaviour.”

To what extent are research methods used by the learning perspective similar to the research methods used by the biological perspective? [20 marks]

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

This question focuses on the similarities between the learning perspective and biological perspective in terms of their preferred research methods. However the command term “to what extent” invites candidates to present a conclusion of how similar they are, therefore discussion of differences may be appropriate to formulate the argument. Responses may address a range of issues on which to compare, such as preference for lab-based experimental methods, the use of non-human animals, positivistic viewpoints, as well as more recent research using qualitative methods or correlational studies.

Award [0 to 7 marks] for overly descriptive responses lacking in comparison of the methods of the two perspectives (learning and biological).

Award [8 to 13 marks] for responses that are mainly descriptive, limited in comparison and not clearly addressing the command term, “to what extent”.

Award [14 to 20 marks] for responses that provide a balanced assessment of the relative similarities and/or differences in research methods between the two perspectives (learning and biological).

Award a maximum of [7 marks] where the preferred research methods for each perspective are described in detail but the extent of the similarity between them is not addressed.
