

# **MARKSCHEME**

**November 2006**

**PSYCHOLOGY**

**Higher and Standard Level**

**Paper 2**

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## Comparative psychology

1. **Explain how ethical considerations may affect the interpretation of behaviour in comparative psychology.** **[20 marks]**

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

Candidates should indicate clearly what is meant by ethical considerations in the light of this question. These may be selected from non-human animal examples or a combination of these and their application to humans. With non-human animals the focus is likely to be on the laboratory animals which are often maintained in a protected environment, the findings from research investigations using the animals will not necessarily reflect those of animals raised in the wild.

Candidates should show that interpretation of the behaviour is affected by ethical considerations. *e.g.* Behaviour of animals in the lab is unlikely to reflect that of animals in the wild because of the environmental and possibly unethical conditions in which animals are kept. But if the use of animals is a necessary pre-requisite prior to testing a new drug on humans to relieve cancer, then some people would argue that this process is a necessary evil.

Award low marks **[0 to 7 marks]** for some relevance but much more limited application of these points. “Interpretation” concept may be just seen or omitted in the weakest cases. If candidates write with some knowledge of ethics and animal research, but do not relate this to the interpretation of behaviour they should receive **[1 to 3 marks]**.

Award middle range marks **[8 to 13 marks]** for limited application of the previous points.

Award high marks **[14 to 20 marks]** for clear indication of ethics with the use of relevant empirical examples that are applied in a coherent manner to comparative psychology. Interpretation of behaviour is addressed.

**2. Examine intra-species communication between non-human animals. [20 marks]**

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

Communication in this question should be confined to the same species. Although it is expected that most answers will deal with animals in the wild, *i.e.* in their natural habitat, it is also acceptable for animals within captivity to be used, including those who have been taught some elements of human communication and use it with others of their own species (*e.g.* primates, African grey parrots, dolphins).

Candidates should impose coherence on their answers *e.g.* by indicating main modes of communication such as different senses – visual, auditory, olfactory *etc.*

There should be an attempt to compare the relative effectiveness of the communication. Visual images cannot penetrate dense jungle foliage but high pitch screaming is effective.

Award low marks [**0 to 7 marks**] for some relevance but much more limited application of these points. Coherence may be just noticeable or omitted in weakest cases.

Award middle range marks [**8 to 13 marks**] for limited application of the previous points.

Award high marks [**14 to 20 marks**] for clear examples of intra-species communication either in the wild or captivity, domestication *etc.* There should be coherence in structure of the essay which should provide reasons for the adaptation of one or more senses. Examination of communication may be linked to evolutionary development and behaviour.

**3. Describe and evaluate *one* evolutionary explanation of behaviour. [20 marks]**

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

Although Darwinism may be the most popular description there are alternatives – *e.g.* the selfish gene theory mainly associated with Dawkins and the now largely discredited theory of Lamarck. It may also be the case that either or both of the latter may justifiably be used as an evaluation of Darwinism. The emphasis of the question is on behaviour *per se*. Although Darwin was still alive at the time of Mendel's discovery of gene inheritance and was indeed contacted by Mendel, the important link to his own theory was not apparently made by Darwin. Examiners should not credit material that makes the claim that Darwin was the discoverer or founder of genetic theory. There should be other attempts to evaluate Darwinism, both positive and negative.

Award low marks [**0 to 7 marks**] for some relevance but much more limited application of these points.

Award middle range marks [**8 to 13 marks**] for limited application of the previous points, or for purely descriptive responses.

Award high marks [**14 to 20 marks**] for clear description of the chosen theory linked to behaviour. Evaluation may include reference to other theories, altruism or that evolution was not necessarily a smooth continuum but a series of stepped developments that is still in progress with some species.

## Cultural psychology

### 4. Discuss how human behaviour may be affected by cultural dimensions. [20 marks]

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

Various cultural dimensions could be made appropriate in response to this question, including, but not limited to, individualism/collectivism, power distance, masculinity/femininity, Confucian dynamism.

Comparison of two different dimensions of cultures may be used for illustrative purposes but if only this approach is used, the essay should be awarded marks in the middle range **[8 to 13 marks]**. Examples of research may include Geertz's study of the use of labels in addressing people within Balinese culture as an effect of collectivism, Hall's work on monochronic and polychronic time views, Confucian work dynamism studies by the Chinese Cultural Connection. Discussion of application of research findings from cultural psychology might also be relevant to illustrate the impact of different cultural dimensions (*e.g.* international businesses, migrants or sojourners).

Responses in the highest markbands **[14 to 20 marks]** should discuss one or more dimensions as well as the resultant effect on behaviour of people within the culture or sub-cultural group. Responses in this range might also discuss variation in the levels of particular dimensions within a culture or subcultural group – indicating a normal distribution of attributes and the normative definition of these dimensions.

**5. Using empirical research examples discuss implications of cultural differences on cross-cultural interaction. [20 marks]**

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

This question is open to broad interpretation as many topics within cultural psychology have been applied to cross-cultural interaction. Candidates may most likely focus on topics within communication or identity, but other topics such as cultural dimensions may be made appropriate as well.

Low scoring responses [*0 to 7 marks*] may be overly descriptive or consist of broad generalizations with little reference to cross-cultural interaction.

Strategies for improving cross-cultural interaction may form an appropriate part of the discussion however this should not be the focus of the entire response. Where the approach is to describe only cultural differences without a discussion of the impact on cross-cultural interaction then marks in the middle bands should be awarded [*8 to 13 marks*].

The focus of the question is on interaction and responses making an explicit link to the impact of cultural differences on the interaction of people from different cultures or sub cultural groups should be awarded marks in the highest range [*14 to 20 marks*].

The use of examples from research into migrants, sojourners or tourists might also be made relevant to this question. Responses that do not refer to research from cultural psychology may be awarded a maximum of [*7 marks*].

**6. (a) Describe *two* problems in cross-cultural research. [8 marks]**

Relevant problems in cross-cultural research may include issues of translation and back-translation, researcher bias, communication (verbal and/or non-verbal), direct replication of Western studies with non-Western participants, ecological validity, functional equivalence, or validity of measurement instruments, definition of behaviour variables, for example. In addition to general methodological problems, issues with analysis and interpretation of data may also be addressed by responses earning marks in the highest markbands.

Award up to **[4 marks]** for each problem described.

Award **[1 to 2 marks]** for an accurate but limited description of an appropriate problem.

Award **[3 to 4 marks]** for a clear, accurate and detailed description of an appropriate problem.

**(b) Discuss how the two problems described in part (a) may affect the interpretation of behaviour in cultural psychology. [12 marks]**

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

Part (b) may include some discussion of how to rectify or prevent the problems from happening; however the responses should mainly focus on the effects of these problems on interpretation of research findings. Candidates may use published research as an example to develop their own appropriate examples and be awarded credit.

Award **[1 to 4 marks]** for limited discussion of the two problems.

Award **[5 to 8 marks]** where responses do not explicitly discuss the effect of the problems on the interpretation of behaviour.

Award **[9 to 12 marks]** for responses that explicitly link the problems discussed in part (a) to the effects on interpretation of the findings from cross-cultural research.

Award a maximum of **[6 marks]** where only one problem is discussed in relation to the interpretation of the behaviour.



## 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 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 but is mainly descriptive.
- 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.

## The psychology of dysfunctional behaviour

### 7. With reference to empirical studies, discuss diagnosis of dysfunctional behaviour. [20 marks]

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

An appropriate starting point could be a definition of diagnosis, with an indication of the types of problems that might occur during the diagnostic procedure (for example, issues of reliability and validity and of the narrow view of normality that tends to be applied; diagnosis is a social process not an objective approach – whatever is told during the history taking is influenced by the value judgments, beliefs, *etc.* of the psychiatrist). The discussion should be supported with appropriate empirical studies. More than one study appropriate for the discussion of problems of diagnosis is required. If only one study is provided a maximum of **[13 marks]** should be awarded.

Lower mark range answers **[0 to 7 marks]** may tend to be purely descriptive and may fail to address the requirement to “discuss”. Candidates who demonstrate a clear knowledge of the diagnostic technique, but provide nothing else that is relevant to this question should be given a maximum of **[3 marks]**.

Mid range marks **[8 to 13 marks]** are likely to be obtained for answers that tend to treat this question too simplistically. These answers may also tend to be less evaluative and more descriptive. Candidates who simply describe relevant studies but do not offer any evaluation should be limited to a maximum of **[8 marks]**.

Answers in the top bands **[14 to 20 marks]** should provide a well constructed, clearly organized discussion supported with relevant examples of research studies.

8. “A basic assumption can be defined as a belief or idea that psychologists studying dysfunctional behaviour from a certain perspective hold in common.”

(a) Identify *one* specific dysfunctional behaviour and outline how *one* theory or model explains this dysfunctional behaviour. *[4 marks]*

The question for part (a) is straightforward and asks for a simple identification of one specific dysfunctional behaviour and an outline of a related theoretical explanation (model) applicable to this dysfunctional behaviour.

If both the dysfunctional behaviour and the theory or model are identified and appropriate award *[1 mark]*.

Award *[2 to 3 marks]* for identification of a dysfunctional behaviour and an outline of an appropriate theory or model lacking in clarity.

Award full marks *[4 marks]* for an identification of a dysfunctional behaviour and a clear and accurate outline of an appropriate theory or model.

(b) Describe *two* basic assumptions of the theory or model of dysfunctional behaviour outlined in part (a). *[6 marks]*

For the question in part (b) candidates must describe two assumptions that are clearly relevant to the theory or model of dysfunctional behaviour outlined in part (a).

For each assumption award up to *[3 marks]*.

Award *[1 mark]* where an appropriate assumption is identified but the description of the assumption is missing or vague.

Award *[2 marks]* for a limited but accurate description of an appropriate assumption.

Award *[3 marks]* where an appropriate assumption is described clearly, accurately and in some detail.

If more than two assumptions are mentioned, only the first two mentioned should be given credit.

- (c) **Explain how the basic assumptions described in part (b) are reflected in the treatment of the dysfunctional behaviour identified in part (a).** **[10 marks]**

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

Answer to part (c) of the question should focus on a clear explanation of how the basic assumptions in part (b) are reflected in the treatment or therapy for the dysfunctional behaviour identified in part (a).

Low band answers **[1 to 3 marks]** may offer a description of treatment relevant to the dysfunctional behaviour but may fail to relate it to the assumptions described in part (b).

Mid mark responses **[4 to 6 marks]** will probably present the link between the described assumptions and the treatment of the identified dysfunctional behaviour with less accuracy or detail.

Award **[7 to 10 marks]** for a clear, detailed explanation of the link between the assumptions described and the treatment of the dysfunctional behaviour identified.

**9. Compare and contrast *two* classificatory systems used in the psychology of dysfunctional behaviour. [20 marks]**

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

This is a straightforward question requiring the clear and concise demonstration of knowledge and understanding of two classificatory systems. Most candidates will present DSM-IV and ICD-10, although other systems might be offered (Chinese Classification of Mental Disorders, Third Cuban Glossary of Psychiatry, Latin American Guide for Psychiatric Diagnosis).

An explicit comparison of similarities and differences is required by this question.

Award **[0 to 3 marks]** when the answer consists of no more than a few relevant facts.

Award **[4 to 7 marks]** if the comparison is implied rather than explicit.

Award **[8 to 13 marks]** for a limited comparison supported by appropriate knowledge and understanding.

Award a maximum of **[10 marks]** if the comparison is limited to similarities only or differences only.

To achieve marks in the top bands **[14 to 20 marks]**, answers are expected to offer a well-structured, balanced comparison and contrast (*i.e.* both similarities and differences) between the two selected classificatory systems supported with empirical evidence. For example, comparison may be made in terms of reliability, validity, cultural applicability, underpinning assumptions, *etc.*

## Health psychology

- 10. Analyse the predictive value of *one* study when applied to an individual's health related behaviour.** **[20 marks]**

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

Candidates need to provide a study that is relevant to an individual's health related behaviour. If they use examples from the syllabus these may include stress, substance use and misuse, or disordered patterns of eating, but there are many others. Analysis requires "...a closely argued and detailed examination...", and it will also "...indicate the relevant inter-relationship between the variables involved..." and include "...a critical view of the account as presented."

Low marks **[0 to 7 marks]** should be awarded for essays that show some relevance but limited knowledge and understanding. Predictive value may just be seen or omitted in the weakest cases.

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

High marks **[14 to 20 marks]** should be awarded for the use of a relevant empirical example (*e.g.* Brady's executive monkey study) that the candidate analyses in a predictive manner to the individual's health related behaviour. The study should be evaluated and the predictive value should also be examined. For example, the candidate may consider that what is useful in the treatment of one person may not necessarily be as effective for another.

- 11. Explain how gender considerations may affect the interpretation of behaviour in health psychology.** **[20 marks]**

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

Gender considerations may be interpreted as gender bias or gender differences.

Gender considerations in health behaviour form the focus of this question but these are to be related to the interpretation of behaviour. Such interpretation may come from patients themselves or from experts in the field such as doctors, or others concerned with diagnosis or therapy. Examiners should be fairly generous in their own interpretation of what constitutes health psychology. There is a fairly wide range of examples to choose from that could include a male doctor's mistaken interpretation of the medical condition of a woman patient complaining of stomach pains; or the stress exhibited by a male patient who is in denial over a potentially embarrassing condition that he does not want to admit to his female doctor. Interpretation of feelings needs a very sensitive and experienced approach that is not necessarily adopted by all health professionals.

Low marks **[0 to 7 marks]** should be awarded for some relevance but limited application of these points. Effects on the interpretation of behaviour may just be seen, or even omitted in the weakest cases.

Middle range marks **[8 to 13 marks]** should be given for limited application of the points above.

High marks **[14 to 20 marks]** should be awarded for the use of relevant examples that are applied in a manner related to the interpretation of health related behaviour. These need to be described clearly and various consequences of interpretation should be considered. Some candidates may go as far as to make effective suggestions as to how such difficulties of interpretation may be resolved. They should be awarded credit if they do so.

**12. Explain ethical considerations in the use of placebos in health psychology research.****[20 marks]**

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

Ethical considerations are likely to be concentrated on patients in either the control or the experimental group, but it is also reasonable to give some attention to the doctors or nurses who have to administer the placebo. Their own experience and training may be entirely to do with positive care rather than the neutral or negative programme that can result from trials involving placebos. Patients in the experimental group stand to gain if the new drug or method works to their advantage, but as evidence grimly suggests, not all such patients improve and some have been known to be distinctly disadvantaged.

The control group may suffer just as dramatically, for example in drug trials seeking to maintain the health of HIV patients, where control group participants do not receive the drug that appears to be working in the experimental group. There are many other placebo experiments that can be used as examples to explore the ethical issues involved. Candidates should make examiners aware that this issue is a real world dilemma where the foundations of a well established health related methodology is being challenged and regarded as literally a matter of life or death.

Low marks **[0 to 7 marks]** should be awarded for some relevance but much more limited application of these points. Ethical considerations may just be seen or even omitted in the weakest cases.

Middle range marks **[8 to 13 marks]** should be awarded for limited application of the previous points.

High marks **[14 to 20 marks]** should be awarded for the use of relevant ethical examples that are applied to work that uses placebo techniques in single, double or triple (treble) blind techniques. The study should be evaluated and the effects of ethical decisions should be examined. What is ethical for one study may not necessarily be as ethical for another.



## Lifespan psychology

- 13. Examine ways in which beginnings of development may have an impact throughout life.** **[20 marks]**

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

Answers should present a considered review of the impact of early development throughout the lifespan. The question should be approached in a critical way.

Beginnings of development may be reasonably interpreted as beginning with conception or birth or infancy.

An informed response should appreciate that every human being is the product of a delicate interaction between inherited genetic material and cultural behaviour patterns. Genes establish the code for human development but culture dictates how and if the genetic potential will be realized. Relevant examples of content may be taken from the following: biological impact such as hormones, blood factors and environmental impact such as maternal age, stress and the type of prenatal care. A well-rounded response is also likely to discuss the importance of infants' temperament. For instance, Jerome Kagan points out that even children who show the qualities of an inhibited temperament, which is linked to heredity, have the capacity to change their behaviour. A small number of responses may make the case that attachment types may have an impact throughout life. Credit may be given to those answers, providing they do not only describe attachment formation.

Lower band answers *[0 to 7 marks]* may present a minimal description of relevant content with no attempt to address the impact throughout life.

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

Higher band responses *[14 to 20 marks]* should offer a critical and detailed analysis of the impact of early development.

**14. Describe and evaluate psychological research related to gender role.**

**[20 marks]**

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

Psychological research encompasses empirical studies and theories. The focus here is on research related to gender role. A competent answer will probably reflect an understanding of different theoretical interpretations of the issue and discuss their strengths and limitations.

Relevant content may recall that reviews of empirical literature indicate that man and woman differ in a variety of social behaviours. Although these differences are not always large in magnitude, they tend to be consistent with society's expectations about gender roles. Some theorists argue that socialization into gender roles accounts for most of the general sex differences that are observed in human social behaviour. However, a number of studies have found, for instance, that boys are more physically active than girls, even in early infancy, suggesting that physical activity level may be a sex difference that has a hereditary origin; this inherited factor may predispose boys to a more physically active gender role. According to Kohlberg, it is gender constancy that leads to acquisition of gender role. Bem has also investigated the content of gender role in Western societies and proposes the notion of androgyny.

Whatever the source of these differences between men and women, it is quite clear that social environments and social life for human beings are highly gendered. For instance, social psychologists have shown how, in the extreme, we may form gender role stereotypes that are at the root of sexism and prejudice. Gender has profound implications for power and prestige. These are some of the reasons why psychologists are interested in understanding gender role. However, there are still many aspects of this topic, which are not resolved. While the explanations proposed by the various approaches are relatively clear, the evidence is difficult to interpret.

Low mark band answers **[0 to 7 marks]** may offer a limited description of some theories or studies related to gender role.

Middle mark band answers **[8 to 13 marks]** may demonstrate knowledge and understanding of gender role but the evaluation may be limited.

High mark band answers **[14 to 20 marks]** should include detailed description and balanced evaluation of research related to gender role.

15. (a) Describe *one* theory of attachment related to lifespan psychology. [8 marks]

Relevant responses may discuss Spitz's psychoanalytic theory of the influence of the mother and child relationship on child development. It would be appropriate to refer to Schaffer's cognitive attachment. Most answers are likely to discuss attachment theorists such as Ainsworth or Bowlby. However, in recent years, attachment theory has also been extended into the area of adult attachment styles in romantic love (Hazan, & Shaver, Bartholomew) and into the relationship between attachment style and orientation towards work (Hazan & Shaver). As the question requires description of a theory of attachment, candidates writing exclusively about Bowlby's maternal deprivation hypothesis will not be addressing the question. Similarly, reference to Harlow's "contact-comfort" theory is acceptable, but description of his study without reference to theory of attachment should not attract marks.

Lower mark band answers [0 to 2 marks] may demonstrate a superficial understanding of relevant material.

Middle band answers [3 to 5 marks] may present an appropriate but limited account of one theory.

To attract high marks [6 to 8 marks] answers should offer an accurate and detailed description of the selected theory.

(b) Evaluate *one* empirical study investigating the theory of attachment presented in part (a). [12 marks]

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

A number of significant studies have been made supporting or rejecting theories of attachment. For instance, Spitz and Wolfe have studied the effects of maternal deprivation on institutionalized children. Ethologists have regularly observed attachment behaviour in non-human primates and have studied attachment in some species as a form of imprinting. Ainsworth and her colleagues have developed the strange situation method to assess the different patterns of attachment. A large body of research has investigated the hypothesis that secure attachment in infancy leads to greater levels of mastery and competence in the preschool years and beyond. Main and her colleagues have developed the Adult Attachment Interview to examine adults' working models of their own childhood attachments. Evaluation of these empirical studies may refer to a number of methodological, ethical and cultural considerations such as the validity of the strange situation experiments, the difficulty to extrapolate from animal research findings to human behaviour, specific ethical issues related to child studies, *etc.*

Low mark band answers [0 to 4 marks] may describe an empirical study not explicitly related to the theory presented in part (a) or may list evaluation points for the theory in general.

Middle band responses [*5 to 8 marks*] may describe the study and only offer a limited evaluation.

Higher band responses [*9 to 12 marks*] should present a balanced discussion of the strengths and limitations of the selected study.

If only strengths or limitations are offered, a maximum of [*6 marks*] should be awarded.

Award no more than [*4 marks*] if there is no evaluation, however detailed the description of the empirical study.

**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 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 but is mainly descriptive.
- 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.

## Psychodynamic psychology

- 16. Explain how different research methodologies (e.g. case study, observation, interviews) used in psychodynamic psychology may affect the interpretation of behaviour. [20 marks]**

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

The focus here is on how the use of different methods and techniques of research has an impact on the interpretation of behaviour offered by psychodynamic psychology.

Appropriate content may refer to research methods such as the case study that may use free association and dream analysis as techniques of research, the observation, the interview. It is important to note that these research methods are mostly used in a clinical setting. As a result, many aspects of psychodynamic theory are generalized from a special subset of “neurotic” humanity to the whole of mankind. In addition, these methods produce a large amount of material that requires explanation and interpretation. Therefore, the observational data generated within the clinical context is dependent on the analyst’s own interpretation. Another specific and important methodological problem in this context is the contamination of clinical psychoanalytical data by suggestion. Consequently, the psychodynamic theory does not offer the “whole truth” about human behaviour. Freud himself realized this. Rather, it represents an initial approach to understanding human behaviour, which is still developing.

Low mark band answers [*0 to 7 marks*] may offer a limited description of research methods without relating them to psychodynamic interpretation of behaviour or they may discuss the psychodynamic approach without referring to methodological considerations.

Middle band answers [*8 to 13 marks*] may present a review of these methods in a mainly descriptive way.

Higher band responses [*14 to 20 marks*] should refer to more than one research method used in psychodynamic psychology and explain how their use may affect the interpretation of human behaviour.

17. “Whatever shortcomings there are in the theory and the practice Freud gave us, elements of both his theory and his practice have penetrated deeply into our culture.”

**Discuss applications of research from psychodynamic psychology.**

**[20 marks]**

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

Answers should present applications of psychodynamic theories or research findings and should offer a balanced discussion of their strengths and limitations.

In general, psychoanalysis has had a strong impact on academic psychology and on psychotherapy. The application of psychodynamic work can also be seen in academic disciplines such as philosophy, theology, history, sociology and into popular culture through art, literature, theatre, film, *etc.* Despite the interest aroused by psychodynamic ideas in so many fields, many critics have questioned the contribution of psychoanalysis. For instance, Eysenck has equated Freud and his followers with a group of prophets rather than scientists. On the other hand, there is some confirmation of many psychodynamic propositions such as the Oedipus complex, castration anxiety, the childhood stages of psychosocial development. Eysenck has also attacked the effectiveness of psychoanalytic therapy showing that its effects are either small or non-existent. On the other hand, Freud’s early work with patients has led to the development of basic techniques and attitudes that are now in common use in most talking therapies and counselling settings.

Low band answers **[0 to 7 marks]** may list evaluation points for the perspective in general without referring to applications of research findings or theories or they may briefly describe the applications without evaluation.

Middle band answers **[8 to 13 marks]** may present appropriate applications of research findings or theories accompanied by a limited attempt at evaluation.

Higher band responses **[14 to 20 marks]** should present a detailed discussion of applications of research findings or theories, including the strengths and limitations of these applications.

If only strengths or limitations are provided, a maximum of **[10 marks]** should be awarded.

**18. Compare and contrast Freudian psychoanalytic theory with *one* neo-Freudian theory. [20 marks]**

*Refer to the paper 2 markbands when awarding marks.*

Most essays are likely to compare Freudian theory with interpretations developed by psychodynamic theorists such as Jung, Erikson, Klein, Horney or Adler. It would also be acceptable to refer to other ego theorists, self theorists or object relation theorists. Responses may focus on the theorists' attempts to understand the structure and functioning of personality but other aspects may be compared and contrasted for equal credit.

Appropriate content may refer to Freud's three-part structure of personality, to the Eros and Thanatos fundamental drives, to the unconscious processes and to the stages of psychosexual development. The command terms invite candidates to present similarities and differences between the selected theories. For instance, Erikson elaborated on Freud's trio of id-ego-superego and on his theory of infantile sexuality but extended the theory of development into a lifelong chronology and enhanced the impact of cultural, historical and social forces. Object relation theorists, such as Mahler, rejected outright Freud's libido theory and focused on how libidinal investments establish bonds of trust and love. Despite this important disagreement with Freud, they adhered to the fundamental proposition of the psychodynamic approach that much of what we know and feel is outside of conscious awareness.

Low mark band answers [*0 to 7 marks*] may compare and contrast psychodynamic theories in general or they may offer a description of the theories without any comparison or contrast.

Middle band answers [*8 to 13 marks*] may demonstrate knowledge and understanding of the theories but the comparison and contrast may be limited.

High mark band answers [*14 to 20 marks*] should present an informed picture of the two psychodynamic theories and discuss similarities and differences between the theories in a structured and clear manner.

Responses that discuss *either* similarities *or* differences should be awarded a maximum of [*10 marks*].



## Social psychology

### 19. “Cultural and gender considerations may affect the interpretation of behaviour in social psychology.”

**Discuss this statement in relation to obedience research.**

**[20 marks]**

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

Relevant research studies could include the work of Milgram, Hofling, Bickman, Meeus & Raaijmakers, Sheridan & King, *etc.* A case may be made for description of parts of the prison simulation conducted by Zimbardo *et al.* where obedience to the authority of a guard is described, although the acknowledged influence of so many other factors makes this a very restricted example of obedience to an authority figure and this should be acknowledged in such a response to the question.

The responses should include consideration of how the process of interpreting/understanding behaviour is affected by cultural and gender considerations.

Relevant content may be drawn from the following or other examples:

Gender: the use of a female ‘victim’ sometimes reduces obedience levels; lower rates of obedience found in Australian females in the 1970s.

Cultural: varying levels of obedience have been found trans-culturally, *e.g.* higher in Holland, Austria and Germany but lower in GB and Australia.

Each challenges the universal applicability of the original hypotheses/findings, suggesting a more complex interpretation of obedience to an authority figure is required than that originally suggested by the theorist.

Minimal marks **[0 to 7 marks]** may be awarded where relevant considerations are merely identified.

Middle band essays **[8 to 13 marks]** are likely to describe appropriate considerations but only obliquely relate them to the interpretation of behaviour, with limited evidence of the “discuss” command being addressed.

Top band responses **[14 to 20 marks]** will indicate clearly how cultural and gender considerations have impacted on original theory and findings, and thus the interpretation of behaviour.

**20. Describe and evaluate applications of psychological research related to collective behaviour (e.g. crowds). [20 marks]**

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

The command term requires an appraisal of clearly described applications of findings and theories of collective behaviour, to include both strengths and limitations. The wide choice of content has implications for a breadth/depth trade-off, in which candidates may choose to focus on one type of application or to consider a range in lesser detail. Examples may come from traditional theories, social theories or examples of peaceful behaviour, as applied to football crowd management.

Award **[0 to 7 marks]** where some description of relevant theory and research is offered but no attempt made at application or evaluation.

Middle band work **[8 to 13 marks]** is likely to be more descriptive than evaluative.

Top band essays **[14 to 20 marks]** will offer a balanced appraisal of more than one application of clearly explained theory or research findings.

Award a maximum of **[10 marks]** where only one relevant application is described and evaluated.

- 21. With reference to research studies, describe and evaluate research methods (e.g. observation, simulation, experiment) used in social psychology. [20 marks]**

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

The command term requires both a description and an evaluation of research methods used in social psychology, making good use of specific examples. For instance laboratory and field experiments, observations (natural & controlled), simulations, surveys, *etc.* may be described and evaluated. Better quality responses are likely to explain the aims/assumptions of each, in comparison with the descriptive listing of techniques for data collection seen in lower scoring essays.

Lower marks [**0 to 7 marks**] may be awarded for description of appropriate research methods not explicitly related to social psychology.

Mid band responses [**8 to 13 marks**] will place greater emphasis on description of relevant studies, with the aims/assumptions behind different research methods only obliquely addressed, and little evidence of evaluation.

Top band essays [**14 to 20 marks**] will offer description and balanced evaluation of a range of research methods, explicitly related to examples from social psychology.

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