



MARKSCHEME

November 2007

PSYCHOLOGY

Higher and Standard Level

Paper 2

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Paper 2 Markbands

In applying the mark bands the concept of “best fit” should be used.

A response that meets most of the statements in a particular band, but not necessarily all, can still be awarded marks in the band.

The band that best fits the response should be determined first. Then, by reference to the band above and the band below, the mark should be determined.

Markband

- 17 to 20** The demands of the question are addressed effectively in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding and in-depth analysis. Evaluation is balanced and well-developed. Cultural, ethical, gender or methodological considerations are an integral part of the response.
- 14 to 16** 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. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 11 to 13** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 8 to 10** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 6 to 7** There is an attempt to structure the answer but it is not sustained throughout the answer. The question is partially addressed, with limited accurate, relevant and factual knowledge and understanding. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 4 to 5** 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. There is no reference to cultural, ethical, gender or methodological considerations.
- 1 to 3** 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.

- 0** If the answer does not achieve the standard described in mark band 1 to 3, a mark of 0 should be recorded.

Comparative Psychology

- 1. Describe and evaluate *two* studies that attempted to teach language to non-human animals. *[20 marks]***

Refer to the paper 2 markbands when awarding marks.

There are several studies that candidates may use to answer this question including classic studies where primates attempt to learn to use language (*e.g.* Gua, Washoe and others). Various techniques were employed and have met with varying degrees of success. Candidates should make some attempt to indicate how success was measured and this may be by reference to a definition of what constitutes a language (*e.g.* Hockett). Other animal species have also been used in attempts to teach language *e.g.* African grey parrots. Each of these studies has been subjected to evaluation, often from a rather sceptical view, but despite this negativity further attempts continue.

Award ***[14 to 20 marks]*** where the content is relevant and effectively addressed, where there is in-depth knowledge and understanding, evaluation is clear and reasonably balanced and the answer is well structured.

Award ***[8 to 13 marks]*** where the content is relevant and there is a structured framework that contains limited analysis and presents an evaluation that is not necessarily well developed.

Award ***[1 to 7 marks]*** for answers that show little organization, where knowledge and understanding are very limited and the question is only partially addressed.

2. (a) **Describe *two* types of altruism that occur in non-human animals.** [8 marks]

Altruism in comparative psychology refers to a sacrifice in reproductive fitness made by the donor animal and the resultant gain in reproductive fitness by the recipient animal. Generally this type of behaviour is noted within the same species but there are occasional examples where this occurs between species. Altruism includes types such as delayed, reciprocal, or non-reciprocal. Florida scrub jays and vampire bats are among other species that indulge in reciprocal altruism that is also delayed. There are numerous examples from which to choose.

For each type of altruism offered:

Award [3 to 4 marks] where description demonstrates in-depth knowledge and understanding of each type of altruism.

Award [1 to 2 marks] for limited but accurate description of each type of altruism.

If the response does not meet the standards described above [0 marks] should be awarded.

(b) **Discuss how *one* type of altruism is beneficial to the species that uses it.** [12 marks]

Refer to the scaled paper 2 markbands below when awarding marks.

Benefits are various and sometimes complex, often involving shared genes within family groups or social groups such as honeybees or ants. A beneficial effect of altruism is exemplified by claims that such behaviour ensures survival of shared genes. According to Dawkins and others, it is survival of genes that matters rather than survival of an individual animal.

Award [9 to 12 marks] where relevant and thorough discussion of one type of altruism is provided with salient points being made. Benefits of the kind described above are thoroughly considered.

Award [5 to 8 marks] where some relevant discussion is provided although this is limited. Some benefits of altruism are briefly considered.

Award [1 to 4 marks] for limited discussion and where claims for beneficial aspects are omitted or undeveloped.

Scaled paper 2 markbands

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 0** If the answer does not achieve the standard described in mark band 1 to 3, a mark of 0 should be recorded.

3. **Discuss the role of *male* parenting behaviour in non-human animals.** [20 marks]

Refer to the paper 2 markbands when awarding marks.

Male parenting occurs in a number of species where the male raises the offspring almost entirely by himself or in the more numerous examples where he shares these duties with the female. Many of these examples are likely to come from bird or fish species, but also occasionally from other species. The question is focused on the *role* of the male as parent so credit should not be given for work that focuses on behaviour outside of this function. His role could include behaviour such as aggression in defence of his family, gathering of food to ensure offspring and mate survival, teaching life strategies such as mating or warning songs of male birds, location of food resources, recognition of own species. Answers should go beyond mere description; they should offer some conjecture on possible reasons for the behaviour of males that take over entire parent responsibilities. This occurs for example in sea-horses or in the South American phalarope where the male of this duck species hatches the eggs and looks after the hatchlings for some weeks.

There are many species where males take no role, or very little part, in parenting, including most fish species, insects and some mammals.

Award [14 to 20 marks] where the content is relevant and effectively addressed, where there is in-depth knowledge and understanding, the discussion is well developed and the answer is well structured.

Award [8 to 13 marks] where the content is relevant and there is a structured framework that contains limited analysis and presents an appropriate discussion that is not necessarily well developed.

Award [1 to 7 marks] for answers that show little organization, where knowledge and understanding are very limited and the question is only partially addressed.

Anecdotal claims of male parenting should not earn marks. Additionally, discussion of the role of the female in parenting behaviour, not in the context of the male, should not be credited with marks.

Cultural Psychology

4. (a) Define the term *culture*.

[4 marks]

Various definitions of culture may be acceptable in response to this part of the question. Matsumoto’s rather complete definition of culture as a “dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms and behaviours, shared by a group but harboured differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time.” Other, more simplistic, yet equally appropriate, definitions are also appropriate such as Herskovits’s view of culture as the part of the environment that humans create. Most definitions include mention of shared attitudes, behaviours and symbols that pass from one generation to the next.

Award [3 to 4 marks] for clearly constructed and accurate definitions of the term.

Award [1 to 2 marks] for definitions that partially address the main components of a definition of culture or where responses merely identify aspects of a culture without giving a proper definition.

If the response does not meet the standards described above [0 marks] should be awarded. No marks may be awarded for anecdotal responses.

(b) Assess how research findings from studies in cultural psychology have been applied.

[16 marks]

Please refer to the scaled paper 2 markbands below when awarding marks for this part of the question.

When assessing how research findings have been applied, responses should provide a balanced judgment of various aspects. For example, explanation of both positive and negative aspects of applying research findings should be addressed to earn highest marks. Problems in applying research findings from one culture onto a psychological or social issue in another culture might be made relevant in response to this question. Applications may come from a variety of areas, such as dysfunctional behaviour within immigrant populations, cultural differences in visual search patterns on the impact of website design, or development of culture assimilators to ease the transition process for migrants or sojourners.

High scoring responses may refer to a relatively small number of applications in greater depth or a variety of applications to demonstrate breadth of understanding.

Award [11 to 16 marks] where the content is relevant and effectively addressed, where there is in-depth knowledge and understanding, the assessment is clear and reasonably balanced and the answer is well structured.

Award *[7 to 10 marks]* where the content is relevant and there is a structured framework that contains limited analysis and presents an assessment that is not necessarily well developed.

Award *[1 to 6 marks]* for answers that show little organization, where knowledge and understanding are very limited and the question is only partially addressed.

Essays that simply describe applications without the assessment component may earn up to *[8 marks]*.

Scaled paper 2 markbands

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- 11 to 13** 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. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 9 to 10** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 7 to 8** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 5 to 6** There is an attempt to structure the answer but it is not sustained throughout the answer. The question is partially addressed, with limited accurate, relevant and factual knowledge and understanding. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 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. There is no reference to cultural, ethical, gender or methodological considerations.
- 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.
- 0** If the answer does not achieve the standard described in mark band 1-3, a mark of 0 should be recorded.

5. Examine how the concept of self impacts on human behaviour.

[20 marks]

Refer to the Paper 2 markbands when awarding marks.

Responses may approach this question either by discussing various construals of self and their impact on behaviour or by addressing the mediating nature of self-concept between culture and behaviour. Independent and interdependent construals may well be defined and discussed, however, to earn marks in the higher markbands there must be further examination of how such concepts impact behaviour.

Award **[14 to 20 marks]** where the content is relevant and effectively addressed, where there is in-depth knowledge and understanding, examination of the impact on behaviour is clear and the answer is well structured.

Award **[8 to 13 marks]** where the content is relevant and there is a structured framework that contains limited analysis and presents an examination of the impact on behaviour that is not necessarily well developed.

Award **[1 to 7 marks]** for answers that show little organization, where knowledge and understanding are very limited and the question is only partially addressed. Discussion of the concept of self without reference to its impact on behaviour should be awarded marks in this range.

Essays that provide only anecdotal support may be awarded up to **[5 marks]**.

6. **Consider how ethical and methodological considerations may affect the interpretation of behaviour in cultural psychology.** **[20 marks]**

Refer to the Paper 2 markbands when awarding marks.

In order to earn high marks for this question, the ethical and methodological considerations discussed in the response must be clearly relevant to studies in cultural psychology. Methodological considerations may include language issues such as translation of assessment instruments. Imposition of the researcher's cultural norms on the interpretation of findings may be considered an ethical consideration.

Award **[14 to 20 marks]** where responses have appropriately drawn links between these two types of considerations and how they impact on the interpretation of behaviour.

Mid range responses **[8 to 13 marks]** may adequately address both ethical and methodological considerations that are relevant to cultural psychology; however, they do not fully address how these considerations may affect the interpretation of behaviour within the field.

Award **[1 to 7 marks]** for basic description of ethical and methodological considerations that lack consideration of the impact on the interpretation of behaviour. Alternatively, responses that address considerations that are not fully characteristic of studies in the field of cultural psychology may earn marks in this range.

Responses that address either only ethical or methodological considerations may earn up to **[10 marks]**.

The psychology of dysfunctional behaviour

7. Describe and evaluate *one* model or theory of dysfunctional behaviour. [20 marks]

Refer to the Paper 2 markbands when awarding marks.

The command terms in this question ask for a clear account and balanced appraisal of one model or theory. Evaluation of the model or theory could include both strengths and limitations, and may be made in terms of empirical support or lack of it, appropriateness of the model or theory to contemporary populations, methodological considerations, possible cultural differences, problems in developing models or theories which account for individual differences, *etc.* Many candidates are likely to focus on the limitations of a specific model or theory in explaining a specific dysfunctional behaviour.

Answers meriting marks in the top bands [14 to 20 marks] should offer a description and balanced evaluation of the selected model or theory of dysfunctional behaviour.

Mid band responses [8 to 13 marks] may be characterized by an accurate description of the model or theory but accompanied by a limited attempt at evaluation.

Answers in the lower bands [1 to 7 marks] may offer only a limited account of a relevant model theory, with no attempt at evaluation.

8. **Discuss how methodological considerations may affect the interpretation of findings of *two* empirical studies related to the psychology of dysfunctional behaviour.** *[20 marks]*

Refer to the Paper 2 markbands when awarding marks.

Candidates are expected to judge the evidence that methodological considerations may affect the way the findings of empirical studies are interpreted within psychology of dysfunctional behaviour. Some methodological issues facing research in psychology of dysfunctional behaviour include, but are not limited to, reliability and validity problems, cultural and gender bias of the researchers, and the presence of subjective value judgements.

Some examples of methodological considerations of specific studies are presented below:

- Seligman’s experiment on learned helplessness was conducted on dogs – issue of generalizing findings to human behaviour
- Rosenhan’s study questioning the reliability of diagnosis had serious methodological considerations concerning ecological validity – it is problematic to generalize the results from the pseudo patients of Rosenhan’s study to real psychiatric patients
- Case studies done by Freud, Thigpen and other psychologists had serious methodological problems because of lack of objectivity due to involvement with the patient.

Award *[14 to 20 marks]* where candidates make a clear and justified discussion of methodological considerations that may affect the interpretation of findings of two relevant studies.

Marks in the *[8 to 13 marks]* band should be awarded for responses that include appropriate description of methodological issues yet may not fully discuss the impact of these issues on the interpretation of findings.

Award *[1 to 7 marks]* for more general commentary on methodological issues without explicitly relating it to the two studies presented or discussing their impact on the interpretation of findings for the two specific studies.

Up to *[10 marks]* may be awarded where the methodological considerations from only one study have been discussed.

9. “Normality and abnormality are concepts that are defined the same way in all cultures.”

Discuss this statement using research from the psychology of dysfunctional behaviour. [20 marks]

Refer to the Paper 2 markbands when awarding marks.

A range of equally acceptable approaches may be taken in response to this question. To answer this question candidates may present a brief outline of the debate about whether abnormality is absolute, universal or culturally relative. Responses should include clear presentation of examples of research. Since the question asks for a discussion, each study should be presented clearly but the description should not occupy the whole answer.

Many answers may include examples of research studies that tend to support the idea that schizophrenia has culture-universal symptoms (*e.g.* WHO, 1979; Lin & Kleinman, 1988; Draguns, 1990). However, findings of a number of empirical studies tend to suggest that culture-specific factors can have a marked impact in several ways:

- different forms that symptoms of dysfunctional behaviour take in different cultures (*e.g.* Katz, 1988)
- stressful events that trigger the onset of dysfunctional behaviour in different cultures (*e.g.* Day *et al.*, 1987)
- different prognosis for schizophrenic patients in industrial and non-industrialized countries (*e.g.* Lin & Kleinman, 1988).

Discussion of various definitions of normality and abnormality may also be relevant. Award high marks [**14 to 20 marks**] for answers that clearly discuss the issue of normality and abnormality. Responses may refer to cultural variations in:

- definitions of normality and abnormality, or
- diagnosis of dysfunctional behaviour, or
- treatment of dysfunctional behaviour, or
- prognosis of dysfunctional behaviour,

and present a discussion fully supported by relevant research.

Mid-range marks [**8 to 13 marks**] should be awarded for answers reflecting some understanding of the variation between cultures in diagnosis of “normality”/“abnormality”, perhaps describing the differences; but answers may lack specific evaluation or accurate presentation of psychological research and may have a less structured approach to the question. There may be an attempt to evaluate, especially at the upper end of the mid-range however it may not be sustained throughout the answer.

Low range scores [**1 to 7 marks**] should be awarded for answers that provide general descriptions of the concepts of “normality” and “abnormality”. Responses may offer generalities concerning cultural variation in diagnosis but fail to develop a coherent argument or present relevant evidence.

Award [**0 marks**] for responses referring to general cultural and subcultural differences in society.

Health psychology**10. Discuss *one* physiological and *one* psychological aspect of stress.****[20 marks]**

Refer to the Paper 2 markbands when awarding marks.

Since it is generally well understood that both physiological and psychological aspects of stress may occur simultaneously, examiners should treat the choices that candidates make with some discretion. Providing that the emphasis is on the relevant aspect of stress it should be accepted. Physiological aspects of stress may arise from a variety of sources but primarily the candidate's discussion should focus upon the biological processes involved – the syllabus includes factors such as temperature, noise levels or overcrowding but other factors such as weakening of the immune system are equally valid. These factors not only affect humans but also non-human animals and such examples should be awarded credit. Psychological factors include decision-making or work pressures. In both cases the syllabus examples are not the only phenomena that candidates could consider and yet still obtain high marks.

Candidates are not required to include ways of coping with stress, but if a suitable case is made for their inclusion then this aspect should receive credit. In order to earn marks for an answer that deals with coping with stress, the candidate must include explicit reference to both a physiological and a psychological aspect *e.g.*, when a person is under stress one coping mechanism is to undertake vigorous physical exercise, the raised blood sugar level will be reduced and aggression will subside.

Award **[14 to 20 marks]** where the content is relevant and effectively addressed, where there is in-depth knowledge and understanding, the discussion is clear and well structured.

Award **[8 to 13 marks]** where the content is relevant and there is a structured framework that contains limited analysis and presents a discussion that is not necessarily well developed.

Award **[1 to 7 marks]** for answers that show little organization, where knowledge and understanding are very limited and the question is only partially addressed.

Where only one type of stress is considered then only up to **[10 marks]** may be awarded.

11. Describe and evaluate *two* studies related to disordered patterns of eating. [20 marks]

Refer to the Paper 2 markbands when awarding marks.

The responses to this question should be based upon knowledge and understanding of relevant studies. Marks should not be awarded for answers based on personal experience or anecdotal evidence of disordered patterns of eating. Answers may refer to over- or under-eating. The chosen studies should be clearly described, including the claimed findings that they have produced. The evaluative aspect of the question may address the methods used and interpretation of findings. Candidates may examine apparent differences between gender, age, ethnicity, or the cultural pressures that may occur in one society as opposed to another.

Award [**14 to 20 marks**] where the content is relevant and effectively addressed, where there is in-depth knowledge and understanding, evaluation is clear and reasonably balanced and the answer is well structured.

Award [**8 to 13 marks**] where the content is relevant and there is a structured framework that contains limited analysis and presents an evaluation that is not necessarily well developed.

Award [**1 to 7 marks**] for answers that show little organization, where knowledge and understanding are very limited and the question is only partially addressed.

Where only one study of disordered patterns of eating is described and evaluated then only up to [**10 marks**] may be awarded.

12. To what extent is the use of placebos justified in health psychology studies? [20 marks]

Refer to the Paper 2 markbands when awarding marks.

The use of placebos has come under increasing scrutiny. Although health psychologists in particular usually suggest that the use of placebos is essential for rigorous trials of new treatments there are increasing claims for a modification of this disciplined approach. If a specific treatment is seen to be effective then it is argued that the placebo trial should be abandoned and the placebo participants given the helpful treatment if they need it. If the trial is unsuccessful then in some cases the non-placebo group may receive a treatment which is actually harmful and causes deterioration in their condition.

There are other relevant discussion points that astute responses may well advance that can also be given credit.

Award **[14 to 20 marks]** where the content is relevant and effectively addressed, where there is in-depth knowledge and understanding, and the “To what extent..?” aspect of the question is explicitly addressed.

Award **[8 to 13 marks]** where the content is relevant and there is a structured framework that contains limited analysis and presents an evaluation that is not necessarily well developed. The “To what extent...” aspect of the question may not be explicitly addressed.

Award **[1 to 7 marks]** for answers that show little organization, where knowledge and understanding are very limited and the question is only partially addressed.

Lifespan psychology

- 13. Describe and evaluate *one* research method (e.g. case study, longitudinal research) used in lifespan research. [20 marks]**

Reference to the paper 2 markbands may assist with marking this part of the question.

Answers should present a research method that is relevant to the study of behaviour in lifespan psychology and offer a balanced appraisal of both its strengths and limitations. Appropriate content may refer to research methods such as observation, interviews, case study, correlational research, experimental study or to research strategies such as cross-sectional research, longitudinal research or sequential design. The evaluation of the research method may be achieved through discussion of validity, cohort effects, ethical issues in research on lifespan development or bias that may affect the research data.

Higher band responses [*14 to 20 marks*] should present a detailed appraisal of a research method that is representative of lifespan psychology and offer an informed and balanced commentary on its strengths and limitations.

Middle band answers [*8 to 13 marks*] may present an appropriate description of the research method but limited evaluation.

Lower band answers [*1 to 7 marks*] may offer limited description or discuss research methods in general without reference to lifespan psychology.

- 14. Explain how cultural considerations may affect the interpretation of behaviour in lifespan psychology.** **[20 marks]**

Refer to the paper 2 markbands when awarding marks.

Appropriate content may refer to attachment theorists who expand the scope of their work to incorporate variations and indicate that there are variations in the distributions of attachment types both within and between different societies. It would also be relevant to discuss studies showing that inter-cultural differences lead to profoundly different ways of looking at the self: the self-concept emerges in different ways in different cultures. Inter-cultural variations in aggression and/or prosocial behaviour also provide another perspective on this issue. Answers could also refer to the meanings of adolescence and age that vary dramatically across cultures from being virtually irrelevant in some to being highly elaborated in others. The values attached to age also vary with culture.

High marks **[14 to 20 marks]** may be awarded for clear explanations of the impact cultural considerations have on behaviour. Answers should be supported by psychological research.

Middle band answers **[8 to 13 marks]** may present a review of cultural differences in a mainly descriptive way. A limited attempt to explain how cultural considerations “may affect the interpretation of behaviour” may be evident.

Low mark band answers **[1 to 7 marks]** may offer a limited description of cultural differences without relating them to the interpretation of behaviour in lifespan psychology.

15. Discuss change and continuity during the lifespan.

[20 marks]

Refer to the paper 2 markbands when awarding marks.

One possible way to address this question is to oppose theories such as psychoanalytic ones, which suggest that major changes take place in childhood, to lifespan developmentalists such as Erikson, Bandura, Jung, Neugarten, *etc.* who argue that change not stability is the key to understanding development and believe that early experiences are important contributors to development but not more important than later experiences. Another useful perspective on this issue could be to explore the debate between biological and environmental explanations of continuity and change over time, examining topics such as genetic potential and social or cultural experiences, providing the focus of the answer remains on the change-continuity issue.

Higher band responses **[14 to 20 marks]** should offer a balanced discussion, supported by psychological research, addressing whether development is best described by continuity or by change.

Middle band responses **[8 to 13 marks]** may be mainly descriptive and/or offer an unbalanced discussion of the issue of change and continuity within lifespan psychology.

Lower band answers **[1 to 7 marks]** may present a minimal description of relevant content with little attempt to address the issue.

Psychodynamic psychology

- 16. Discuss how historical or cultural context influenced the development of psychodynamic psychology. [20 marks]**

Refer to the paper 2 markbands when awarding marks.

Answers may offer discussion of conditions that favoured the advent of Freud's psychoanalysis and/or factors responsible for the subsequent growth of psychodynamic psychology.

There is no need for candidates to distinguish between "historical" and "cultural" contexts.

Freud initiated the psychodynamic approach but his theory was influenced by the ideas of his time. For instance, Darwin's concept of evolution, Charcot's works on hypnosis, Janet's studies of dreams, Breuer's cathartic method and philosophers' reflections on the notion of unconscious mind influenced him. He was also influenced by the society of his time. For example, interest in sexual matters was apparent in everyday Viennese life as well as in scientific literature. In another way, World War I influenced his formulation of the death drive.

Later on, the intellectual spirit of the times was calling for a revised conception of human nature. Research in anthropology, sociology and social psychology were suggesting that humans were products of social forces and institutions. Consequently, analysts such as Fromm, Adler, Klein, Erikson, Hartmann began to reshape Freudian theory along the lines of the social sciences and concentrated on social and cultural forces.

Higher band responses *[14 to 20 marks]* should offer a considered review of factors that had an impact on the development of psychodynamic psychology.

Middle band answers *[8 to 13 marks]* may present a limited review of the factors that influenced the development of psychodynamic psychology. Answers may offer description of the context without explicitly discussing the impact these conditions had on the development of psychodynamic psychology.

Lower mark band answers *[1 to 7 marks]* may demonstrate limited understanding of the issues.

17. Compare and contrast *two* psychodynamic theories of the development of personality. [20 marks]

Refer to the paper 2 markbands when awarding marks.

The focus of the question is on the development of personality. Relevant content may refer to Freud's theory of psychosexual stages or any alternative explanations of personality development within the perspective. For instance, it would be appropriate to compare and contrast ego theorists such as Erikson to object relations theorists such as Melanie Klein or to sociocultural theorists such as Fromm. It would also be relevant to compare and contrast Freud's classical theory to Jung's analytical psychology or Adler's individual psychology. Any pair of psychodynamic theories is equally acceptable for comparison and contrast.

Higher band responses [*14 to 20 marks*] should offer a sound analysis of the two selected theories pointing out how they are similar and differ in specifics and/or generalities.

Middle band answers [*8 to 13 marks*] may present an accurate but limited analysis of the similarities and differences between the two theories.

Low mark band answers [*1 to 7 marks*] may describe relevant theories without focusing on the development of personality and/or without highlighting the similarities and differences between them.

Award up to [*10 marks*] where only similarities or differences are offered in the response.

18. (a) Outline *one* psychodynamic theory. [8 marks]

Relevant content may include reference to Freud’s system of thought in relation to unconscious motivating forces, conflicts among those forces and the effects of those conflicts on behaviour. It may also be appropriate to refer to post-Freudian theorists such as Winnicott or Horney who suggest that human behaviour is determined not by biological forces but by interpersonal relationships to which the person is exposed, particularly in childhood.

Higher band responses [7 to 8 marks] should give an accurate outline containing carefully selected relevant information about one psychodynamic theory.

Middle mark band answers [4 to 6 marks] may present an accurate but overly brief outline of the theory.

Low mark band answers [1 to 3 marks] may offer minimal knowledge of the selected theory.

If the response does not meet the standards described above [0 marks] should be awarded.

(b) Explain how gender considerations may affect the interpretation of behaviour offered by *one* psychodynamic theory. [12 marks]

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

Responses may explain gender considerations relevant to the theory outlined in part (a) or another psychodynamic theory. Each approach should be given equal credit. Gender considerations may include discussion of gender differences or gender bias as appropriate. Theorists such as Freud, Karen Horney, or object relations theorists such as Winnicott or Chodorow would be an appropriate and informed choice. For instance, according to Chodorow, during and after the Oedipal period, young girls establish identity in relation to, and young boys in opposition to their mothers producing divergent developmental pathways for women and men.

Higher band responses [9 to 12 marks] should clearly demonstrate how the selected theory offers an interpretation of behaviour that is affected by relevant gender considerations.

Middle band answers [5 to 8 marks] may describe gender considerations relevant to the selected theory but not explain the effect of these on the interpretation of behaviour offered by the theory.

Low mark band answers [1 to 4 marks] may offer a limited description of gender considerations without relating it to psychodynamic theory.

Scaled paper 2 markbands

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 0** If the answer does not achieve the standard described in mark band 1 to 3, a mark of 0 should be recorded.

Social Psychology

19. Describe and evaluate empirical studies related to reduction of prejudice or discrimination. [20 marks]

Refer to the Paper 2 markbands when awarding marks.

Relevant material may come from studies investigating the reduction of prejudice, with appropriate evaluation. Candidates may offer, for example, equal status contact (Deutsch & Collins, or more recent studies) as an example of a study attempting to reduce prejudice/discrimination; or achievement of super-ordinate goals, *e.g.* Sherif (Robbers Cave); social policy or education, *e.g.* “Sesame Street”, as examples of methods employed to attempt to reduce prejudice. Evaluation may be made in terms of methodological considerations, in terms of comparison of findings with other studies, long-term effects, *etc.*

A top band response [*14 to 20 marks*] should offer a detailed description of relevant studies made explicitly relevant to the question. Responses may evaluate the studies in terms of theoretical explanation, cultural, ethical /or methodological considerations.

Award [*8 to 13 marks*] where responses offer either description or evaluation of relevant empirical studies, but not both. Answers that offer detailed description and limited evaluation also belong in this markband.

Award [*1 to 7 marks*] for responses that offer limited description of reduction of prejudice or discrimination or for responses that present description and evaluation of empirical studies focusing on prejudice or discrimination without reference to reducing prejudice.

Award up to [*3 marks*] for responses that describe and evaluate theories rather than empirical studies.

20. Discuss *two* theories of conformity.

[20 marks]

Refer to the Paper 2 markbands when awarding marks.

The command term in this question asks for a considered review of two appropriate theories of conformity. The answer should contain clear presentation of opinion supported with sound knowledge and empirical studies. Discussion of theories could include strengths and limitations of the theories, similarities or differences between the theories, evaluation of empirical support in relation to cultural, ethical, gender or methodological considerations, *etc.* Examples of appropriate theories may include: informational influence, normative influence, social comparison theory, but other theories of conformity would be equally acceptable.

Answers meriting marks in the top bands [**14 to 20 marks**] should offer a detailed discussion of two theoretical explanations of conformity. In all cases the argument should be clearly presented and justified to earn marks in this range.

Mid band responses [**8 to 13 marks**] may be characterized by an accurate description of theories accompanied by a limited attempt at discussion. The question may be appropriately addressed but a logical argument may not be sustained throughout the answer.

Answers in lower bands [**1 to 7 marks**] may offer only superficial accounts of relevant theories with no attempt at discussion.

When responses provide a purely descriptive account of one theory of conformity, no matter how detailed, up to a maximum of [**5 marks**] should be awarded.

Award up to a maximum of [**10 marks**] for responses providing a discussion of only one theory of conformity.

Responses that offer studies of conformity alone without reference to associated theories may be awarded up to a maximum of [**5 marks**].

- 21. Discuss how ethical or methodological considerations may affect the interpretation of behaviour in social psychology.** **[20 marks]**

Refer to the Paper 2 markbands when awarding marks.

Informed responses will be supported by accurate and appropriate discussion of effects that ethical or methodological considerations may have on the interpretation of behaviour in social psychology.

Examples of many empirical studies within social psychology are equally acceptable. For example, the Haney, Banks & Zimbardo study may be criticized for a lack of ecological validity (*e.g.* a prison simulation cannot include the more brutal realities of prison life) or Milgram’s study may be criticized on ethical grounds (*e.g.* deception).

It is a reasonable criticism of the Zimbardo prison study and Milgram’s obedience study to observe that since participants were paid to take part, their behaviour may well have been biased.

Top band essays [**14 to 20 marks**] in response to this question are likely to discuss a few ethical or methodological considerations in depth or several in less depth, using relevant examples from social psychology research and explicitly addressing the effect these considerations have on the interpretation of behaviour.

Mid band responses [**8 to 13 marks**] may be characterized by responses describing relevant methodological or ethical considerations without discussing how these may affect the interpretation of behaviour in social psychology.

Award [**1 to 7 marks**] for responses that include limited description of either ethical or methodological considerations without focusing specifically on research in social psychology.
