



# **MARKSCHEME**

**May 2010**

**PSYCHOLOGY**

**Higher and Standard Level**

**Paper 2**

*This markscheme is **confidential** and for the exclusive use of examiners in this examination session.*

*It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of IB Cardiff.*

## Paper 2 Markbands

*In applying the markbands 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 markband 1 to 3, a mark of 0 should be recorded.

## Comparative Psychology

1. **Discuss inter-species *and* intra-species communication strategies (e.g. visual, auditory, olfactory).** **[20 marks]**

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

There are a substantial number of examples that could be relevant in response to this question. For example, the use of senses (*e.g.* visual, auditory and olfactory) could be prioritized in terms of the environment in which animals operate. The question calls for a discussion so that responses should also comment on the possible reasons for such modes of communication. For intra-species communication, examples such as the peacock's visual display could be explained by female selection of the greatest handicapped, yet apparently fittest male. Numerous bird species use different communication modes. Inter-species communication is exemplified by the stotting behaviour of Thompson's gazelle, or other signs of fitness demonstrated by prey animals towards their predators. Responses may also discuss possible reasons for such communication and their place in evolution. Inter-species communication is often less subtle than intra-species since the messages exchanged are often a matter of life and death.

Discussion could take various forms, including, for example, comparison of uses of various sensory modalities *e.g.* visual, auditory, olfactory as mentioned in the syllabus. These examples could be discussed in relation to specific environments such as oceans, sky, forests or open plains and deserts.

Award **[14 to 20 marks]** for balanced discussion of relevant examples of both types of communication strategies.

Award **[8 to 13 marks]** for overly descriptive responses with some attempt at discussion, although this is not sustained or well developed. Imbalanced discussions, where one type of communication strategy is discussed in detail but the other only superficially addressed, should also be awarded marks in this range.

Award **[1 to 7 marks]** for responses that are purely descriptive or offer overly simplistic accounts of relevant material.

Both inter- and intra- species communication should be considered. If only one of these is present, then a maximum of **[10 marks]** should be awarded.

2. **Using examples from research studies and/or findings, explain how ethical considerations may affect research in comparative psychology.** **[20 marks]**

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

Supporting material may be selected from human and non-human animal studies or a combination of these and their application to humans. With non-human animal studies the focus is likely to be on the laboratory animals as these animals are often maintained in a protected environment; the research findings may not necessarily reflect those of animals raised in the wild.

Responses should show that research is affected by ethical considerations, *e.g.* the 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. However, if the use of animals is a necessary prerequisite prior to testing a new drug on humans to relieve some psychological disorder, then some people would argue that this process is a necessary evil.

Award **[14 to 20 marks]** for a clear explanation of the effect of relevant ethical considerations on comparative psychology research. Relevant empirical examples are applied in a coherent manner.

Award **[8 to 13 marks]** for responses which are overly descriptive of relevant ethical considerations with some attempt at explanation of their effect on research, although not well developed or sustained.

Award low marks **[1 to 7 marks]** for responses that are purely descriptive or offer overly simplistic accounts of relevant research with some mention of ethics. Responses offering only general ethical considerations, with no reference to comparative psychology, should be awarded marks in this band.

**3. To what extent do courtship and parenting strategies of non-human animals impact on their survival?** **[20 marks]**

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

The question is worded in such a way that allows for responses to focus on several species in general or one species in depth. As an example of the latter, in general most birds behave monogamously, but a changing and favourable environment may well lead to polygyny and/or polyandry. Monogamy usually arises when the renewable resource for nesting sites or food are rare. The females of a species need to choose males that have proven ability as potential mates. Males should demonstrate their ability to collect food and nesting material, and to use effective defence strategies against enemies. Males need to show inclusive fitness in order to be chosen by females. The courtship period provides each bird with several occasions to test the inclusive fitness of the other. If such behaviour is demonstrated then mating will occur. Upon successful shared incubation and hatching of the eggs, the consequent parenting behaviour should show appropriate behaviour to ensure that offspring are able to fend for themselves. Both males and females are known to indulge in extra pair mating, particularly when the environmental conditions mean that another clutch of eggs can be produced with another mate.

Award **[14 to 20 marks]** for responses that address both courtship and parenting strategies and the extent to which these impact upon survival of the species.

Award **[8 to 13 marks]** for overly descriptive responses that address both courtship and parenting strategies with some attempt at addressing the extent of impact on survival, although this is not sustained or well developed. Unbalanced responses, where either courtship or parenting is addressed in detail but the other only superficially addressed, should also be awarded marks in this range.

Award **[1 to 7 marks]** for responses that are purely descriptive or offer overly simplistic accounts of relevant material.

Responses that only address either courtship or parenting strategies, should receive up to a maximum of **[10 marks]**.

Anecdotal comments should not be awarded credit.

## Cultural Psychology

**4. (a) Define the term “culture”.**

**[4 marks]**

Definitions of the term “culture” vary widely, however popular responses may be based on Matsumoto’s 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”. Herskovits’s view of culture as the part of the environment that humans create is also relevant. Most definitions include mention of shared attitudes, behaviours and symbols that pass from one generation to the next.

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

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

No marks should be awarded for anecdotal responses.

- (b) **Discuss how findings from research studies in cultural psychology have been applied.** **[16 marks]**

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

Findings from research studies in cultural psychology have been applied in a great number of settings in order to help explain, understand, alter or improve human behaviour. 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. 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]** for a well developed discussion of how the findings of two or more relevant studies have been applied.

Award **[7 to 10 marks]** for responses that describe how the findings of two or more relevant studies have been applied, but where discussion is limited.

Award **[1 to 6 marks]** for responses that focus predominantly on two or more relevant studies/findings with either no reference to their application or where only a rudimentary knowledge of the application is demonstrated.

Responses making reference to application of only one research study from cultural psychology should be awarded up to **[10 marks]**.



**Scaled paper 2 markbands out of 16**

- 14 to 16** 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 form an integral part of the response.
- 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 markband 1 to 3, a mark of 0 should be recorded.

**5. Describe and evaluate *two* empirical studies from cultural psychology. [20 marks]**

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

Numerous areas of cultural psychology have been researched and therefore there are a wide number of empirical studies that are relevant in response to this question. The guide identifies topics such as communication, cultural dimensions, identity, *etc.* Hofstede's studies of cultural dimensions are likely to feature in responses. Evaluation may be approached by comparison, discussion of strengths and weaknesses, or methodological concerns, *etc.*

Award **[14 to 20 marks]** for a clear description of two relevant studies accompanied by a well developed evaluation.

Award **[8 to 13 marks]** for two clearly presented and relevant studies where the description is rather thorough, yet the evaluation is not well developed.

Award **[1 to 7 marks]** for limited descriptive accounts of two relevant studies, with little or no attempt at evaluation. Anecdotal commentary should not earn marks.

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

**6. Discuss cultural variations in identity.**

**[20 marks]**

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

Concepts of identity vary not only between cultures but also within them. There are relatively strong correlations between certain cultural dimensions, such as individualism/collectivism, and the concepts of self and identity within each. Responses may go on to consider the implications or impact of variations in identity on individual behaviour, family and social structures, and communication, *etc.*

Award **[14 to 20 marks]** where variations in identity are discussed in detail.

Award **[8 to 13 marks]** for generally descriptive accounts of variations in identity with some implicit discussion. This discussion may not be well developed, but the description is appropriate and relevant.

Award **[1 to 7 marks]** for broad generalizations or where variations in identity are not clearly described.

Anecdotal commentary should not earn marks.

## The Psychology of Dysfunctional Behaviour

7. Discuss *two* models or theories of *one* dysfunctional behaviour. [20 marks]

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

The answer should contain clear discussion of two models/theories that have been used to explain one dysfunctional behaviour. Discussion of models/theories could include strengths and limitations of the models/theories, similarities and differences between the models/theories, evaluation of empirical support, effectiveness of the explanations; other approaches to discussion may also be appropriate. If responses address treatments or therapies this should be done within the context of the explanatory model/theory. Examples of appropriate models/theories may include broad explanations, such as biological model, diathesis-stress model, psychodynamic model, cognitive-behavioural model. More specific theories such as dopamine hypothesis, cognitive triad or learned helplessness may also be used to explain dysfunctional behaviour and are equally acceptable.

Award **[14 to 20 marks]** for detailed discussion of two models/theories of one dysfunctional behaviour. The dysfunctional behaviour is clearly identified and the models/theories are relevant.

Award **[8 to 13 marks]** for an accurate description of models/theories accompanied by an attempt at discussion that is not well developed.

Award **[1 to 7 marks]** for superficial accounts of relevant models/theories with no attempt at discussion or where no dysfunctional behaviour is addressed. The links between the models/theories and the dysfunctional behaviour are not made. For responses that predominantly focus on describing a dysfunctional behaviour with little or no reference to models or theories, award marks in this band.

Award up to a maximum of **[10 marks]** for responses providing a discussion of two models or theories in general (with no link to one specific dysfunctional behaviour)

When responses provide a purely descriptive account of one model/theory of one dysfunctional behaviour, no matter how detailed, up to a maximum of **[5 marks]** may be awarded.

**8. To what extent is the use of classificatory systems for dysfunctional behaviour justified?** **[20 marks]**

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

Many psychologists claim that the use of classificatory systems is essential as it provides a common language with which mental health professionals can discuss similar patients, regardless of their own geographical/cultural background. It also allows the history of a particular disorder to be studied. Classification is also crucial for administrative and legal documentation, research purposes, and helps guide decisions about treatment.

Still, the use of classificatory systems has come under increasing scrutiny. Responses may discuss, for example, classificatory reductionism, biased diagnostic information, self-fulfilling prophecy, problems of validity and reliability of various classificatory systems used in different countries – e.g. ICD-10, DSM-IV or CCMD-3 (Chinese Classification of Mental Disorders Version 3), GC-3 (Third Cuban Glossary of Psychiatry), or GLADP (Latin American Guide for Psychiatric Diagnosis). Relevant empirical studies may include: Rosenhan (1976); Phillips & Draguns (1971); Cooper *et al.* (1972); Kendell (1975); Di Nardo (1993).

Award **[14 to 20 marks]** where responses focus on providing a conclusion supported by arguments of the extent to which the use of classificatory systems is justified in the psychology of dysfunctional behaviour. Views should be presented clearly and supported with empirical evidence and sound argument.

Award **[8 to 13 marks]** for responses that provide an overly descriptive account of a classificatory system with some limited attempt at addressing the extent of justification that has not been sustained well or developed. Responses limited to discussion of etiologies of specific or general dysfunctional behaviour should be awarded marks in this range.

Award **[1 to 7 marks]** for answers that purely describe a classificatory system no matter how detailed.

9. (a) **Outline *two* etiologies of *one* dysfunctional behaviour.**

**[8 marks]**

Responses may refer to general categories of disorders, such as anxiety disorders, schizophrenia and affective disorders, or to specific disorders such as agoraphobia, bipolar disorder, anorexia. “Outline” requires a brief summary of etiology and elaboration is not required.

Award **[7 to 8 marks]** where responses provide a clear and accurate outline of two etiologies for one dysfunctional behaviour.

Award **[4 to 6 marks]** where responses provide an outline of two etiologies for one dysfunctional behaviour with omissions or lack of precision or where responses offer a clear outline of one etiology with a minimal focus on the second etiology.

Award **[1 to 3 marks]** where responses provide superficial outlines of etiologies of one dysfunctional behaviour.

Award up to **[4 marks]** for an outline of only one etiology regardless of how detailed.

Award **[0 marks]** for responses providing a superficial outline of a dysfunctional behaviour.

**(b) Evaluate *one* treatment or therapy for *one* dysfunctional behaviour. [12 marks]**

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

The approach evaluated in part (b) does not necessarily need to be related to one of the etiologies outlined in part (a) or even the dysfunctional behaviour in part (a). Responses do not need to distinguish between treatments or therapy. The likely approach to responses will be to focus on an individual, specific treatment, however, evaluation of a broader approach (*e.g.* psychodynamic approach) is equally acceptable. Specific therapies/treatments which could be chosen for part (b) may include modelling, systematic desensitization, client-centred therapy, RET, ECT, *etc.* Responses could evaluate one treatment/therapy in relation to aims, appropriateness of therapy/treatment for a selected disorder and effectiveness of treatment. In addition, responses may include reference to underlying assumptions of the selected treatment or therapy or discuss supporting/challenging empirical research and findings.

Award [**9 to 12 marks**] where responses provide a well developed evaluation of one type of therapy/treatment for a specified dysfunctional behaviour.

Award [**5 to 8 marks**] where responses provide a description of one treatment/therapy with limited evaluation.

Award [**1 to 4 marks**] where responses provide a description of a treatment/therapy without evaluation.

**Scaled paper 2 markbands out of 12**

- 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 markband 1 to 2, a mark of 0 should be recorded.



## Health Psychology

- 10. Explain how gender considerations may affect the interpretation of behaviour related to health psychology. [20 marks]**

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

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. Responses may also refer to topics within Health Psychology where gender differences are not seen as significantly important.

Responses may refer to a relatively small number of gender considerations in greater depth or a variety of gender considerations to demonstrate breadth of understanding.

Award **[14 to 20 marks]** 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 explained.

Award **[8 to 13 marks]** for limited explanation of relevant gender considerations. Responses are rather descriptive with little explanation of effects on the interpretation of behaviour.

Award **[1 to 7 marks]** for responses that are entirely descriptive and lack explanation. Knowledge of gender considerations may be superficial and not explicitly related to health psychology.

**11. Using empirical studies, describe and evaluate *two* different research methods (e.g. experiments, interviews, case studies) that are used in health psychology. [20 marks]**

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

Responses need to focus on the research methods, rather than the studies themselves. The studies mentioned should illustrate the use of the methods. Great detail of the studies is not necessary to earn high marks.

External pressures, including finance, often cause researchers to employ experimental methods supported by quantitative data. It may be that qualitative methods or narrative methods could provide more informative material on which to base a better understanding of human behavior in health psychology.

A very popular choice of research methods is the experimental method. The issue of ecological validity is very likely to be addressed.

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

Award **[8 to 13 marks]** where two relevant methods are described but the evaluation is not well developed.

Award **[1 to 7 marks]** for superficial description of two relevant research methods, with little or no evaluation.

Responses predominantly focusing on describing and evaluating empirical studies as opposed to research methods, should be awarded up to **[7 marks]**.

If only one research method is addressed, then up to a maximum of **[10 marks]** may be awarded.

- 12. Discuss how research findings about psychological aspects of stress have been applied.** **[20 marks]**

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

Although it can be difficult to differentiate between psychological and physiological aspects of stress, examiners need to be fairly confident that relevant work is mainly psychological in its focus. There are many studies to choose from, and it will not be surprising if psychoanalytical studies feature largely, although there will be many others. It is equally relevant to include non-human animal studies concerning stress.

The focus of the question is on application of research findings and responses providing in depth understanding of an application of one research finding can be awarded a full range of marks.

Award **[14 to 20 marks]** for responses that offer detailed discussion of how research findings about psychological aspects of stress have been applied.

Award **[8 to 13 marks]** for responses that offer description of applications of research findings about psychological aspects of stress but in which the discussion is not well developed.

Award **[1 to 7 marks]** for responses that offer description of relevant research findings without addressing how these have been applied. Superficial descriptions of applications of research findings about psychological aspects of stress should also be awarded marks in this range.

For responses discussing how only one research finding has been applied, award up to a maximum of **[10 marks]**.

## Lifespan Psychology

- 13. Discuss how *two* or more theories of adolescence explain changes in identity that occur during this phase of life.** **[20 marks]**

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

A variety of theories may be chosen for discussion. Whichever theories are selected the focus should be on how forming a sense of identity is an important developmental task of adolescence.

Erikson believed that adolescents experiment with numerous roles and identities they draw from the surrounding culture. Youths who successfully cope with these conflicting identities during adolescence emerge with a new sense of self. Adolescents who do not successfully resolve this identity crisis are confused, suffering what he calls “identity confusion”. Marcia proposes that four identity statuses or modes of resolution exist, based on a combination of conflict and commitment: identity diffusion, identity foreclosure, identity moratorium, and identity achievement. Cooper and her colleagues have shown that both individuation and connectedness in family relations make important contributions to adolescent identity development. Coleman suggests that identity formation in adolescence does not always involve crisis and “storm and stress”. Gilligan argues that relationships and emotional bonds are more central to the identity development of females than males, and that female identity development today is more complex than male identity development.

Examiners should expect a depth versus breadth tradeoff in response to this question. In all cases two or more theories should be addressed in the response.

Award **[14 to 20 marks]** for responses that offer a well-developed discussion of theories explaining the process of identity development during adolescence.

Award **[8 to 13 marks]** where responses present an appropriate review of at least two theoretical explanations of changes in identity during adolescence in a mainly descriptive way.

Award **[1 to 7 marks]** where responses offer a superficial description of theories of adolescence without relating them to changes in identity or where responses present a general description of changes in identity during adolescence without reference to theories of adolescence.

For responses that refer to only one theory up to a maximum of **[10 marks]** may be awarded.

**14. Discuss effects of early attachment on emotional and social development across the lifespan.** **[20 marks]**

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

Responses should offer a considered review of the effects of infant–primary caregiver attachment on psychosocial development throughout the lifespan. The relationship between infant and primary caregiver has considerable effects on individual development in both the short and the long term. Relevant responses may discuss short-term influences through theories such as Spitz’s psychodynamic theory, Schaffer’s cognitive theory or Ainsworth’s and Bowlby’s attachment theories. They may refer to long-term effects by examining studies such as Hazan & Shaver’s (1987) or Bartholomew’s (1991) investigations into the area of adult attachment styles in romantic love and into the relationship between attachment style and orientation towards work. It would also be appropriate to present Hamilton’s longitudinal study (2000) examining the extent to which attachment security is stable and continuous throughout childhood and adolescence.

Candidates are not required to differentiate between emotional and social development, therefore the discussion does not need to be balanced in relation to these developments. Responses that fail to address the impact of early attachment on emotional and social development *across the lifespan* and focus on either short term or long term effects should be awarded up to a maximum of **[10 marks]**.

Award **[14 to 20 marks]** where responses offer a well-developed discussion of short term and/or long term effects of early attachment on emotional and social development.

Award **[8 to 13 marks]** where responses present an appropriate but limited discussion of short term and/or long term effects of early attachment on emotional and social development.

Award **[1 to 7 marks]** where responses demonstrate a superficial knowledge and understanding. Responses in this category may describe theories or studies without relating them to the effects of early attachment on psychosocial development.

**15. Describe and evaluate *two* empirical studies related to socialization in lifespan psychology. [20 marks]**

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

A variety of studies that describe or explain the processes involved in socialization may be chosen. For instance, answers may discuss research that shows the roles of family, television, peer relations, or school in socialization. Also, empirical studies addressing attachment and its link to the socialization process can be considered relevant and appropriate.

Many studies have shown that socialization between parents and children is not a one-way process. Children socialize parents just as parents socialize children: this is what Cohn & Tronick or Stern & others called reciprocal socialization. Television can have a negative influence on children's development; with most studies concluding that television violence can induce aggression and antisocial behaviour in children. However, television can also have a positive influence by presenting motivating educational programmes, increasing children's information about the world beyond their immediate environment, and providing models of pro-social behaviour. Good peer relations may be necessary for normal social development. Anna Freud studied six children from different families who banded together after their parents were killed in the second world war. The children formed a tightly knit group, dependent on one another and aloof with outsiders. Even though deprived of parental care, they neither became delinquent nor developed serious mental disorders.

Award [**14 to 20 marks**] where responses offer a clear description accompanied with relevant evaluation of two empirical studies related to socialization.

Award [**8 to 13 marks**] for responses that offer appropriate description but limited evaluation of two relevant studies.

Award [**1 to 7 marks**] where responses show a limited and superficial knowledge of the phenomenon of socialization without referring to empirical studies or where responses present a limited description of two empirical studies.

For responses that refer to only one empirical study, up to a maximum of [**10 marks**] may be awarded.

## Psychodynamic Psychology

16. Referring to *two* theories, explain how gender considerations may affect the interpretation of behaviour in psychodynamic psychology. *[20 marks]*

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

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

Many responses may select Freud's and Horney's theories but those from other psychodynamic researchers, such as Chodorow and Lou Andreas-Salome, are equally appropriate. It would be appropriate to draw attention to Freud's bias towards the male perspective, underplaying the particular significance of women. Relevant content may include reference to the Oedipus complex that is, according to Freud, a simpler process for a girl than for a boy. It would also be appropriate to refer to Andreas-Salome's assumption that female passivity does not represent a condition of "resignation" but an inner strength; the "passive instinct" of women represents an integration of mind and sensuality, which men can rarely achieve. Other feminist psychodynamic theorists such as Chodorow may be relevant. For instance, she argues that girls and boys establish identity in relation to their mothers in different ways simply due to their gender. This leads to divergent developmental pathways for women and men respectively.

Award *[14 to 20 marks]* where responses clearly demonstrate how gender considerations affect the interpretation of behaviour offered by two psychodynamic theories.

Award *[8 to 13 marks]* where responses describe two psychodynamic theories with limited explicit regard to how gender may affect the interpretation of behaviour.

Award *[1 to 7 marks]* where responses offer a superficial description of two psychodynamic theories without referring to gender considerations or where responses present a general overview of gender differences without relating them to psychodynamic theories.

For responses that focus on one theory, up to a maximum of *[10 marks]* should be awarded.

**17. Discuss *one* application of a psychodynamic explanation of human behaviour. [20 marks]**

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

Many responses will refer to the application of psychodynamic theory to psychotherapy.

Psychodynamic theories have had a profound influence on the way we live and an enormous effect on our ideas. Relevant content may refer to the fact that some concepts from psychodynamic theories have found their way into everyday language and life. For instance, references to the concepts of libido, the unconscious, the ego and Freudian slips have become part of our daily life. Different child rearing practices have made use of Freud's notion of sexuality in children. Psychodynamic theory has formed the basis of much contemporary literary and film criticism. People working in the psychodynamic tradition have generalized their theories to explain such diverse issues as religion, incest taboo, and structure of society. In general, psychoanalysis has had a strong impact on psychotherapy and academic psychology. The application of psychodynamic work can also be seen in academic disciplines such as philosophy, theology, history and sociology. Both psychodynamic theory and practice have penetrated deeply into our culture.

Award **[14 to 20 marks]** where responses present a critical and detailed discussion of a relevant application of psychodynamic explanations.

Award **[8 to 13 marks]** where responses are mainly descriptive and offer an appropriate but limited discussion of the application.

Award **[1 to 7 marks]** where responses offer a minimal description of an application with minimal or no discussion or present a description of psychodynamic theories without reference to how they have been applied.



- 18. Consider how *one* psychodynamic theory addresses the role of both the unconscious and conscious mind in human behaviour. [20 marks]**

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

Answers may explain Freudian psychoanalytic theory or any neo-Freudian theory. If Freud's theory is selected, it would be appropriate to present his topographical model of human functioning: the conscious, preconscious and unconscious regions of the mind. It would also be relevant to highlight the notion that, according to him, the unconscious mind plays an important part in determining an individual's behaviour. Freud thought of the unconscious as the source of the mental energy, which is the driving force of behaviour; he viewed the unconscious as a dynamic force. Candidates may refer to Jung's theory that underscores the significance of a collective unconscious. They may recall that he described an unconscious that is present in the newborn and is independent of his life experience and that he emphasized the importance of individuation and the enhancing of awareness as a motive for development. It would also be appropriate to discuss Adler's individual psychology. In contrast to Freud, Adler focused on conscious rather than unconscious determinants of behaviour. Whereas Freud stressed that human behaviour is determined by past experiences, Adler believed we are more strongly affected by what we think the future holds; striving for goals or anticipating future events can influence our present behaviour. Whichever theory is selected, the focus of the answer should be on the role of conscious and unconscious on behaviour. However, examiners should not necessarily expect equal treatment of each.

Award **[14 to 20 marks]** where responses offer a well-developed discussion of the role of both the unconscious and conscious mind in human behaviour as assumed by the selected theory.

Award **[8 to 13 marks]** where responses offer an appropriate but limited discussion of the theory or where responses focus either on the role of the unconscious or conscious, but not both.

Award **[1 to 7 marks]** where responses describe a psychodynamic theory in general without referring to the role of the unconscious and conscious mind in human behaviour, or responses providing a superficial description of the role of the unconscious and conscious mind in human behaviour.

## Social Psychology

- 19. Using examples from empirical studies, describe and evaluate *one* research method (e.g. experiment, observation) used in social psychology. [20 marks]**

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

Responses may address any research method, such as field or laboratory experiments, participant observations, interviews, self-report questionnaires, correlational studies, *etc.* However, responses should indicate how the selected research method is used in the area of social psychology referring to appropriate examples. Milgram's experimental study of obedience, Anderson's correlational study of physical attractiveness and culture, and Zimbardo's prison simulation are some examples that might be cited.

Evaluation points may include discussion of cultural or ecological validity, ethical or gender considerations, measurement problems (*e.g.* social desirability bias, implicit attitudes). Evaluation must focus on the research method rather than the example studies and/or their findings. For example, responses should discuss strengths and limitations of the experimental method rather than evaluate the findings of Asch's experiments on conformity.

Award [**14 to 20 marks**] where responses provide a comprehensive description of a relevant research method, referring to appropriate examples, and a well developed evaluation.

Award [**8 to 13 marks**] where responses offer detailed description of a relevant research method, with some reference to empirical studies, but a limited evaluation.

Award [**1 to 7 marks**] for responses that provide a superficial description of a research method without linking it to social psychology. Responses that describe only the example studies without highlighting the research method used should be awarded marks in this range.

Where an appropriate method is described but the example study is evaluated rather than its research method, up to a maximum of [**10 marks**] may be awarded.

- 20. Describe and evaluate *one* study that has examined the reduction of prejudice and/or discrimination. [20 marks]**

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

Responses should give an appropriate example of research on the reduction of prejudice, *e.g.* Elliot’s work on “blue eyes and brown eyes” and the jigsaw puzzle approach. A wide variety of studies may be chosen but the candidate needs to clearly illustrate the reduction of prejudice. Evaluation may refer to the findings as well as the research method used, as well as the implications/limitations of the study. There may be reference to biological arguments regarding the nature of prejudice, in-group/out-group favouritism as well as long-term effects of desegregation.

Award [**14 to 20 marks**] for responses offering a detailed description and a thorough evaluation of a relevant study.

Award [**8 to 13 marks**] for responses offering an appropriate description and a limited evaluation of a relevant study.

Award [**1 to 7 marks**] for responses offering a superficial description of a relevant study with minimal evaluation. Responses providing description or evaluation of one study on prejudice that do not address reduction of prejudice should be awarded marks in this band.

**21. Using psychological research, discuss cultural considerations in social psychology. [20 marks]**

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

As social psychology is concerned with behaviour within social situations, there are many times where culture has been considered as a variable or influence on the behaviour of groups or individuals within them. Responses may address cultural considerations by tackling issues such as cultural bias in theory development, researcher bias in conducting research studies, or cross-cultural comparison and validation.

Psychologists have investigated the role culture may play in the behaviour across many topics common in social psychology, such as obedience, deindividuation, and prejudice. Differential rates of conformity were found when attempting to cross-culturally validate Asch's research. Perrin and Spencer (1980) found very different rates of conformity between the United States and England, even though both are considered individualistic cultures.

Award **[14 to 20 marks]** for a well-developed discussion of relevant cultural considerations in social psychology.

Award **[8 to 13 marks]** where responses are overly descriptive of relevant cultural considerations with only limited discussion.

Award **[1 to 7 marks]** for oversimplified or rudimentary accounts of culture's influence on topics within social psychology. Responses simply addressing theories or concepts in social psychology without reference to cultural considerations should be awarded marks in this range.

For responses where only one cultural consideration is referenced award a maximum of **[10 marks]**.

---