



# **MARKSCHEME**

**May 2012**

**PSYCHOLOGY**

**Higher Level and Standard Level**

**Paper 1**

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## SECTION A

### Biological level of analysis

**1. Describe *one* principle that defines the biological level of analysis.**

**[8 marks]**

*Refer to the paper 1 section A markbands below when awarding marks.*

The command term “describe” requires candidates to give a detailed account of one principle that defines the biological level of analysis.

Possible principles include:

- patterns of behaviour can be inherited
- animal research is relevant to human behaviour
- behaviour is the product of our nervous and endocrine systems
- genes play a role in behaviour.

Candidates may use a study, theory or general concepts derived from psychological research to describe the principle that defines the biological level of analysis.

If a candidate describes more than one principle, credit should be given only to the first description.

### Section A markbands

Marks	Level descriptor
<b>0</b>	The answer does not reach a standard described by the descriptors below.
<b>1 to 3</b>	There is an attempt to answer the question, but knowledge and understanding is limited, often inaccurate, or of marginal relevance to the question.
<b>4 to 6</b>	The question is partially answered. Knowledge and understanding is accurate but limited. Either the command term is not effectively addressed or the response is not sufficiently explicit in answering the question.
<b>7 to 8</b>	The question is answered in a focused and effective manner and meets the demands of the command term. The response is supported by appropriate and accurate knowledge and understanding of research.

**Cognitive level of analysis**

2. Describe *one* ethical consideration related to *one* research study at the cognitive level of analysis. **[8 marks]**

*Refer to the paper 1 section A markbands below when awarding marks.*

The command term “describe” requires candidates to give a detailed account of one ethical consideration in relation to one research study at the cognitive level of analysis. Ethical considerations can be positive (what guidelines could be followed) or negative (what guidelines were not followed).

The focus of the response should be on the ethical consideration and not on the description of a study.

Research studies could include traditional cognitive studies but could also include studies that investigate biological or sociocultural factors that affect cognitive processes. However, responses should clearly relate the study to the cognitive level of analysis.

If a candidate describes more than one ethical consideration in relation to one or more research studies, credit should be given only to the first ethical consideration described in relation to the first research study used.

If a candidate describes an ethical consideration but with no link made to a research study at cognitive level of analysis, a maximum of **[3 marks]** should be awarded.

If a candidate describes a study but there is no link to an ethical consideration, **[0 marks]** should be awarded.

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The answer does not reach a standard described by the descriptors below.
<b>1 to 3</b>	There is an attempt to answer the question, but knowledge and understanding is limited, often inaccurate, or of marginal relevance to the question.
<b>4 to 6</b>	The question is partially answered. Knowledge and understanding is accurate but limited. Either the command term is not effectively addressed or the response is not sufficiently explicit in answering the question.
<b>7 to 8</b>	The question is answered in a focused and effective manner and meets the demands of the command term. The response is supported by appropriate and accurate knowledge and understanding of research.

### Sociocultural level of analysis

3. Explain why *one* particular research method has been used at the sociocultural level of analysis. *[8 marks]*

*Refer to the paper 1 section A markbands below when awarding marks.*

The command term “explain” requires candidates to give a detailed account of the reasons for the selected research method used at the sociocultural level of analysis.

Responses might refer to the appropriateness of the method for the aim, issues of validity and reliability, sample choice and size, ease and cost of the procedure, and the generalizability of findings. Candidates may address the strengths of the method as well as how it reflects the principles of the sociocultural level of analysis, *i.e.* candidates could make clear how the selected research methods underpin one or more principles of the level of analysis.

A variety of research methods are used, such as experiments, observations, case studies, questionnaires, and interviews. Whichever method is chosen, the question asks candidates to address *why* that method was used at this particular level of analysis.

Although Festinger’s theory is about cognitive dissonance, his study is one of group behaviour. It is a relevant study to be used as an example for this question.

If a candidate explains why more than one research method has been used, credit should be given only to the first explanation.

If a candidate describes why a research method is used but with no link made to the sociocultural level of analysis, a maximum of *[3 marks]* should be awarded.

If a candidate describes a study with no link to a research method and its use at the sociocultural level of analysis, *[0 marks]* should be awarded.

### Section A markbands

Marks	Level descriptor
<b>0</b>	The answer does not reach a standard described by the descriptors below.
<b>1 to 3</b>	There is an attempt to answer the question, but knowledge and understanding is limited, often inaccurate, or of marginal relevance to the question.
<b>4 to 6</b>	The question is partially answered. Knowledge and understanding is accurate but limited. Either the command term is not effectively addressed or the response is not sufficiently explicit in answering the question.
<b>7 to 8</b>	The question is answered in a focused and effective manner and meets the demands of the command term. The response is supported by appropriate and accurate knowledge and understanding of research.

**Section B assessment criteria****A — Knowledge and comprehension**

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The answer does not reach a standard described by the descriptors below.
<b>1 to 3</b>	The answer demonstrates limited knowledge and understanding that is of marginal relevance to the question. Little or no psychological research is used in the response.
<b>4 to 6</b>	The answer demonstrates limited knowledge and understanding relevant to the question or uses relevant psychological research to limited effect in the response.
<b>7 to 9</b>	The answer demonstrates detailed, accurate knowledge and understanding relevant to the question, and uses relevant psychological research effectively in support of the response.

**B — Evidence of critical thinking: application, analysis, synthesis, evaluation**

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The answer does not reach a standard described by the descriptors below.
<b>1 to 3</b>	The answer goes beyond description but evidence of critical thinking is not linked to the requirements of the question.
<b>4 to 6</b>	The answer offers appropriate but limited evidence of critical thinking or offers evidence of critical thinking that is only implicitly linked to the requirements of the question.
<b>7 to 9</b>	The answer integrates relevant and explicit evidence of critical thinking in response to the question.

**C — Organization**

<b>Marks</b>	<b>Level descriptor</b>
<b>0</b>	The answer does not reach a standard described by the descriptors below.
<b>1 to 2</b>	The answer is organized or focused on the question. However, this is not sustained throughout the response.
<b>3 to 4</b>	The answer is well organized, well developed and focused on the question.

## SECTION B

**4. Discuss *one* evolutionary explanation of *one* behaviour.**

**[22 marks]**

*Refer to the paper 1 section B assessment criteria when awarding marks.*

The command term “discuss” requires candidates to offer a considered review, supported by appropriate evidence, of one evolutionary explanation of one behaviour.

Candidates must choose one behaviour to examine, such as:

- human mating behaviours (Buss)
- emotions – such as disgust (Fessler)
- depression (Andrews and Thompson)
- graffiti (Keizer)
- machismo (Geary).

Candidates may look at the underlying assumptions. They may also evaluate the evidence in support of the explanation as well as discuss its strengths and limitations. Comparison with another explanation of the behaviour is also a plausible approach to this question, but the primary focus needs to be on the evolutionary argument.

If a candidate discusses more than one evolutionary explanation of one or more behaviours, credit should be given only to the first explanation of the first behaviour.

5. Evaluate *two* models or theories of *one* cognitive process.

[22 marks]

*Refer to the paper 1 section B assessment criteria when awarding marks.*

The command term “evaluate” requires candidates to make an appraisal of how well the two models or theories explain one cognitive process, by discussing their strengths and limitations. Although a discussion of both strengths and limitations is required, it does not have to be evenly balanced to gain high marks.

Possible models or theories of one cognitive process could include, but are not limited to:

- cue-dependency
- Gibson’s “bottom-up” theory
- multi-channel model of attention
- multi-store model of memory.

Cognitive processes that may be considered include, but are not limited to:

- decision making
- memory
- perception
- attention.

The two models or theories do not have to be compared or contrasted (*e.g.* identifying similarities and differences), but this approach could be used in a legitimate way if it serves to highlight the strengths and limitations of the two models or theories being evaluated by the candidate.

Evaluation might include supportive or contrary findings, involvement of other factors (*e.g.* social, biological factors), cultural or gender issues, or methodological considerations.

If a candidate evaluates more than two models of one cognitive process, credit should be given only to the evaluation of the first two models. However, other models or theories may be used to evaluate the two models or theories selected by the candidate.

If a candidate evaluates two models of more than one cognitive process, credit should be given only to the evaluation of the first cognitive process.

If a candidate evaluates only one model or theory, apply the markbands up to a maximum of **[11 marks]**.

If a candidate addresses only strengths or only limitations, the response should be awarded up to a maximum of **[5 marks]** for criterion B, critical thinking, and up to a maximum of **[2 marks]** for criterion C, organization. Up to full marks may be awarded for criterion A, knowledge and comprehension.



**6. Discuss the use of *two* compliance techniques.**

**[22 marks]**

*Refer to the paper 1 section B assessment criteria when awarding marks.*

The command term “discuss” requires candidates to offer a considered review, supported by appropriate evidence, that includes a range of arguments or factors related to the compliance techniques.

Two compliance techniques should be discussed, such as:

- reciprocity
- foot in the door
- low balling
- door in the face
- bait and switch.

Discussion may include the following points:

- factors that influence compliance
- efficacy of the techniques
- conditions under which techniques may be employed
- cultural considerations
- empirical evidence
- ethical considerations.

If a candidate discusses more than two compliance techniques, credit should be given only to the discussion of the first two compliance techniques.

If a candidate discusses only one compliance technique, apply the markbands up to a maximum of **[11 marks]**.

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