



MARKSCHEME

November 2010

PSYCHOLOGY

Higher Level and Standard Level

Paper 2

29 pages

*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 markband, but not necessarily all, can still be awarded marks in the markband. The markband that best fits the response should be determined first. Then, by reference to the markband above and the markband 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. **Explain how methodological considerations affect the interpretation of behaviour in studies of comparative behaviour.** *[20 marks]*

Refer to the paper 2 markbands when awarding marks.

Candidates may justifiably claim that ethical and methodological issues play a major part in the way that behaviour is interpreted by comparative psychology. Most national psychological associations (*e.g.* the American Psychological Association, the British Psychological Society) publish guidelines that prohibit cruelty or the causing of pain to animals, including humans. However, candidates could show an awareness that neither association (explicitly) prohibits investigations involving pain. Decisions are usually made by ethics committees that consider the perceived benefits (usually to humans) of the investigation compared to its costs (usually to non-human animals). Candidates could point out that without such ethical judgments it may not have been possible to arrive at interpretations of, say, operant conditioning for humans and non-human animals alike.

Candidates could indicate that the choice of methodology (*e.g.* observation or experiment) also affects interpretations. Experiments are frequently conducted in the controlled conditions of a laboratory. The resulting data may not be ecologically valid.

Candidates could also consider the interpretation of behaviour in terms of the positivistic and interpretivist approaches. The former may use a stimulus-response approach measuring input and output, relying on quantitative data and the establishment of causal links (*e.g.* Pavlov and Skinner). Ethical considerations abound in such work. Observational studies are usually not so positivistic in their approach and are exemplified by the work of ethologists such as Lorenz or Tinbergen. Their work was not always ethical and their interpretation was sometimes tenuous. Candidates who answer at this level of cognition deserve to score high marks.

Award *[14 to 20 marks]* for well developed methodological considerations that clearly show how these affect interpretation of behaviour in studies of comparative behaviour.

Award *[8 to 13 marks]* for limited methodological considerations that have some success in showing how these affect interpretation of behaviour in studies of comparative behaviour.

Award *[1 to 7 marks]* for rudimentary considerations that have little success in showing how these affect interpretation of behaviour in studies of comparative behaviour.

Responses which simply describe an experiment or situation where ethical and/or methodological issues are raised, but do not then proceed to show how these affect interpretation, should be awarded up to a maximum of *[10 marks]*.

The listing of ethical and/or methodological considerations without reference to the interpretation of behaviour should attract a maximum of *[5 marks]*.

If just one methodological consideration is presented, award a maximum of *[10 marks]*.

2. **Assess the effectiveness of attempts to teach language to non-human animals (e.g. apes, parrots or dolphins).** **[20 marks]**

Refer to the paper 2 markbands when awarding marks.

It is probable that candidates will attempt to define language using Hockett’s design features. If they do so, they may well make claims that a form of language is used by non-human species, such as honey bees and their use of “displacement” in their communication by either round dances or waggle dances. Marks should be awarded for such attempts dependent upon the quality and depth of the case put forward. Most candidates are likely to consider the various studies using apes. These include Gardiner and Gardiner’s work with Washoe, Patterson with her gorilla Koko, Terrace with the chimpanzee Nim, and Savage-Rumbaugh with the bonobo Kanzi. Candidates should be able to discuss these studies and their shortcomings, such as the criticism by Terrace of the study of Washoe that the behavioural phenomena observed was a more recent version of the “Clever Hans effect” formerly observed by Pfungst. Each of these examples is well documented in the literature alongside work with other animals including dolphins and parrots.

Higher marks should be awarded where studies and the theoretical concepts of language are clearly understood and linked. Each of these studies has attracted criticism in terms of the methodology employed, claims for success, ethics and researcher interpretation of language. Responses should indicate the relative success that such attempts have achieved, keeping in mind that the earlier efforts were breaking new ground and had little in the way of theories or other studies on which to build.

Higher scoring responses are likely to address the meaning of language in the context of teaching non-human animals. While there is no need to justify that the language employed must be human in origin, there should be an attempt to justify it as a language that can be deciphered as such by humans.

Award **[14 to 20 marks]** for a detailed assessment of the success of at least two attempts to teach language to non-human animals.

Award **[8 to 13 marks]** for a limited assessment of the success of at least two attempts to teach language to non-human animals.

Award **[1 to 7 marks]** for a superficial description of relevant studies that does not address the “effectiveness” aspect of the question.

Responses that link this work with the theoretical concepts of language, but are limited in their attempts, should be awarded up to **[13 marks]**.

Responses which present only descriptive work for these studies should receive a maximum of **[10 marks]**.

Award up to a maximum of **[10 marks]** where only one attempt is assessed.

3. To what extent does any *one* evolutionary theory from comparative psychology help to explain behaviour in non-human animals? [20 marks]

Refer to the paper 2 markbands when awarding marks.

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

Given the potentially controversial nature of this question, examiners should be fairly relaxed about what constitutes an evolutionary theory. It is straightforward enough to accept Darwin, Wynne-Edwards or Dawkins as evolutionists, each of whom has produced theories that have been described as ultimate theories of evolution. However, in the context of this question, examiners should be prepared to accept the work of researchers who are less well known but have made important theoretical contributions to our understanding of evolution. These could include theorists such as Tinbergen, von Frisch, Lorenz, Hrdy & E O Wilson.

Since many responses may focus on Darwin as a major contributor, answers may, as Alcock suggests, identify common features of living things that include:

- variation – members of the same species differ in their characteristics
- heredity – parents pass on some of their characteristics to their offspring
- differential reproduction – some species within the same population leave more offspring than other individuals.

Darwin’s book *On the Origin of Species* (1859) was published before knowledge of genetics was generally known, although it is thought that Mendel may have tried to contact Darwin with his new ideas on genetic mechanisms. Responses attributing genetic knowledge to Darwin should not be awarded marks by examiners.

Wynne-Edwards (1962) proposed an argument that uses the notion “for the good of the group” to explain a type of mechanism that helps to control the survival of the group by ensuring a population-regulating mechanism. A group or population of animals that has no self-regulating mechanisms could exhaust its supply of resources and the entire species be wiped out. Self-regulating behaviour is seen in langurs, lions, jacana, sand sharks, and mallards, among many other species. Each of these species practises infanticide to limit its population. Dawkins advanced the selfish gene theory which claims that the individuals in all animal species are gene carriers and their ultimate task is to ensure their own fitness and reproduce themselves.

Responses that show sound knowledge and understanding in their discussion of evolutionary theory, and show how these theories help to explain behaviour in non-human animals should be awarded [14 to 20 marks].

Responses that show understanding and knowledge in the description of evolutionary theory, but are limited in their discussion of how this theory helps to explain behaviour in non-human animals, should be awarded *[8 to 12 marks]*.

Answers that describe evolutionary theory without any discussion should be awarded *[1 to 7 marks]*.

Cultural Psychology

4. **Assess the extent to which ethnocentricity affects the interpretation of human behaviour in cultural psychology.** *[20 marks]*

Refer to the paper 2 markbands when awarding marks.

The concept of ethnocentricity assumes that variations in behaviour across cultures are qualitatively different and that one's own culture is a standard for comparison. Ethnocentricity also implies a value judgment that a person's own ethnic group is superior to other ethnic groups. This is not only reflected in cognitive schema common to one culture, but also the behaviour of some people within a culture. While it is challenging to put aside deeply ingrained ethnocentric beliefs, researchers within cultural psychology are required to forgo judgment and remain neutral if they desire to truly understand the behaviour of another culture.

Award *[14 to 20 marks]* for a well reasoned and supported response that clearly assesses the extent to which ethnocentricity affects the interpretation of human behaviour in cultural psychology.

Award *[8 to 13 marks]* for a limited but appropriate explanation of how ethnocentricity affects the interpretation of human behaviour in cultural psychology. However, the command term "assess the extent" is addressed in a limited way and may not be fully integrated into the response.

Award *[1 to 7 marks]* for responses that provide a basic and general description of ethnocentricity. Responses that provide extensive use of examples of ethnocentric behaviour should be awarded marks in this range.

5. **Discuss how cultural differences in communication may influence behaviour when people from different cultures interact.** **[20 marks]**

Refer to the paper 2 markbands when awarding marks.

Communication can vary along a variety of characteristics, including context, non-verbal communication, gestures, uncertainty and anxiety, semantic differences, *etc.* Candidates could provide examples of differences in communication styles or factors in communication (*e.g.* Cohen, Ting-Toomey, Gudykunst, Triandis, Hofstede). Although not required by the wording of the question, some responses might elaborate the discussion by addressing methods of improving communication or coping with communication differences, such as training or the use of culture assimilators.

Award **[14 to 20 marks]** for carefully constructed responses that explicitly address the link between communication and interaction between people from different cultures.

Award **[8 to 13 marks]** where the link between communication and interaction is addressed, but not clearly expressed.

Award **[1 to 7 marks]** for broad or basic comments on communication differences.

Responses focusing on differences in communication styles or factors in isolation, without relating these concepts to inter- or cross-cultural communication, could be awarded up to a maximum of **[7 marks]**.

Anecdotal commentary should not earn marks.

- 6. Examine how problems in cross-cultural research may affect the findings from studies of behaviour in cultural psychology. [20 marks]**

Refer to the paper 2 markbands when awarding marks.

When examining the results of any study, the research methods used must be carefully considered. Research in cultural psychology faces some unique challenges due to the very nature of the field. Ethnocentrism, researcher bias, cultural differences in gender roles, and problems with translation are some of the many challenges facing research in this area. With each possible confound there are unique outcomes that should be considered when looking at the results of the research.

Award **[14 to 20 marks]** where the problems relevant to cultural psychology are addressed and the link is made explicit to how these may impact on the findings.

Award **[8 to 13 marks]** for description of relevant problems in cross-cultural research, but the impact on research findings is limited.

Award **[1 to 7 marks]** for broad generalizations or where the research problems included are of limited relevance to cultural psychology.

Anecdotal commentary should not earn marks.

The Psychology of Dysfunctional Behaviour

7. Using psychological research, evaluate *one* model or theory of dysfunctional behaviour. *[20 marks]*

Refer to the paper 2 markbands when awarding marks.

A range of examples of models may be appropriately chosen, such as medical model, learning model, cognitive model, humanistic model, *etc.* More specific theories such as the dopamine hypothesis, cognitive triad or learned helplessness may also be used to explain dysfunctional behaviour and are equally acceptable.

Responses may refer to specific dysfunctional behaviour *e.g.* anxiety or depression, or to dysfunctional behaviour in general.

Responses should present a conclusion supported with knowledge-based arguments. Since the question asks for a critical approach, the model/theory chosen could be evaluated with respect to several dimensions. For instance, how ethical considerations may affect the model's interpretation of behaviour, is the model/theory based on empirical studies, how applicable is the model/theory in terms of applying it to the therapeutic process, what basic assumptions underlie the model/theory, *etc.* Higher quality responses will discuss supporting/challenging empirical research and findings.

To achieve marks in the top bands, *[14 to 20 marks]*, responses are expected to offer a well-structured, thorough evaluation of the selected model or theory.

Award *[8 to 13 marks]* for responses that are overly descriptive with limited evaluation.

Award *[1 to 7 marks]* when the response consists of no more than a few relevant facts. The response offers superficial, limited knowledge of one model/theory of dysfunctional behaviour.

8. (a) Outline *two* therapies or treatments for *one* specific dysfunctional behaviour. [8 marks]

Expect a range of different therapies to be offered by candidates. There is a wide variety of appropriate therapies and treatments which may include drug treatments, cognitive behavioural therapies, non-directive therapies (*e.g.* humanistic therapies), *etc.*

Award [*6 to 8 marks*] for responses offering an accurate outline of two therapies/treatments containing relevant information.

Award [*4 to 5 marks*] for responses that present an accurate but overly brief outline of two therapies/treatments.

Award [*1 to 3 marks*] for responses offering minimal knowledge of selected therapies/treatments.

Responses that provide an outline of only one therapy/treatment may earn up to [*4 marks*].

If more than two therapies/treatments, or more than one specific dysfunctional behaviour, is outlined then only the first responses should be credited.

- (b) **Explain ethical considerations of *one* therapy or treatment of *one* specific dysfunctional behaviour.** *[12 marks]*

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

Responses may refer to the therapy/treatment outlined in part (a) or another therapy/treatment. Either approach should be given equal credit. A thoughtful appraisal of relative benefits and disadvantages of one form of treatment should be closely related to ethical concerns regarding physical or psychological distress and potentially damaging outcomes or side-effects of treatments/therapies. For example, if the biological approach to treatment has been chosen, issues such as the following may be explained:

- Research studies tend to indicate that drug treatment is quick and relatively effective but unpredictable, and sometimes irreversible neurological side-effects may appear.
- ECT is administered as a treatment for depression in severe cases when drugs are not effective. However, it is not yet clear what changes ECT causes and in many instances ECT can induce serious side-effects such as memory loss.
- Responses may refer to the issue of informed consent of mental patients and rights to refuse treatment.

Award *[8 to 12 marks]* for responses offering a clear explanation of ethical considerations relevant for a selected treatment/therapy of one clearly identified specific dysfunctional behaviour.

Award *[4 to 7 marks]* for responses describing ethical considerations that are relevant to the selected therapy/treatment but offer a limited explanation, or where the link to a specific dysfunctional behaviour is only implicit.

Award *[1 to 3 marks]* for responses offering only rudimentary, superficial understanding of ethical considerations related to one therapy/treatment, or for accurate descriptions of ethical guidelines without relating them to one specific therapy/treatment.

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.

9. Discuss the concepts of normality and abnormality.

[20 marks]

Refer to the paper 2 markbands when awarding marks.

The command term “discuss” asks candidates to make an appraisal of the concepts of normality and abnormality. Discussion may be made in terms of strengths and limitations, empirical support, appropriateness of concepts to contemporary society, possible cultural considerations, problems in describing individual differences, *etc.*

Normality and abnormality may be said to be an elusive concept and there are opposing views regarding its existence and nature. These concepts present a broad framework based on theoretical principles or standards for evaluating normal and abnormal behaviour. Popular concepts of normality and abnormality may include the following: the statistical criterion, abnormality as personal distress, the mental health criterion, abnormality as mental illness, *etc.* Also, the psychoanalytic, learning, cognitive and/or humanistic explanation of the concept of abnormality may be discussed.

Candidates may refer to some research findings when discussing certain issues – *e.g.* research on social class differences in defining abnormality; ethnic differences in determining abnormality due to diagnostic bias or error.

Award **[14 to 20 marks]** for responses offering clear and thorough discussion of several concepts of normality and abnormality.

Award **[8 to 13 marks]** for responses characterized by a limited discussion of several concepts.

Award **[1 to 7 marks]** for responses offering only limited superficial understanding of the concepts of normality and abnormality.

Award a maximum of **[10 marks]** for responses providing discussion of only one concept of normality and abnormality, however detailed, or for responses offering only description of different concepts of normality and abnormality.

Health Psychology

10. Discuss ways in which physical and mental health may be interrelated. [20 marks]

Refer to the paper 2 markbands when awarding marks.

There are a variety of ways in which this question may be answered, including a discussion of research studies and/or theories to illustrate the interrelationship between physical and mental health.

Whichever studies are chosen, they should be amenable to claims that both elements of health tend to affect each other. Studies or theories that are appropriate include the Holmes and Rahe study that gave rise to the Social Readjustment Rating Scale, the Hassles and Uplifts study developed by the Lazarus group, and the General Adaptation Syndrome associated with Selye. Since the question does not necessarily focus on humans it is acceptable for animal studies to be included, providing that they are made relevant. These could include Brady's executive monkey study or Weiss's partial replication using rats – both using ulceration avoidance or susceptibility to stress conditions.

Award *[14 to 20 marks]* where there is well developed discussion of the interrelationship of physical and mental health demonstrated.

Award *[8 to 13 marks]* where the discussion of the interrelationship of physical and mental health is limited.

Award *[1 to 7 marks]* for answers where there is only a superficial description of physical and mental health but these are not interrelated.

Award up to *[10 marks]* where candidates discuss only one way in which physical and mental health may be interrelated.

11. Describe and evaluate empirical studies related to substance use and misuse. [20 marks]

Refer to the paper 2 markbands when awarding marks.

Responses should focus on empirical studies; anecdotal evidence should receive no credit. Substance use is most likely to occur under medical authority, whilst misuse is associated with recreational or criminal ways of taking drugs.

Award **[14 to 20 marks]** for a thorough description of empirical studies of substance use and misuse. There must be at least one study dealing with use and at least one dealing with misuse, or more than one study dealing with both use and misuse. There must also be relevant evaluation of the studies; this may often include consideration of the methodology, sampling or cultural differences.

Award **[8 to 13 marks]** if the writing includes limited argument that is not balanced.

Award **[1 to 7 marks]** if empirical evidence is presented without sound argument or evidence. Responses characterized by limited descriptive content should be awarded marks in this range.

Award up to a maximum of **[10 marks]** for responses which describe empirical studies but where evaluation of these studies is omitted.

Both substance use and misuse should be considered. Award up to a maximum of **[10 marks]** for responses which only address either substance use or misuse.

12. Examine ways in which individuals are able to cope with stress.

[20 marks]

Refer to the paper 2 markbands when awarding marks.

Stress clinics and individual professionals may offer several alternatives following diagnosis of the problems and potential causes of stress. Physical exercise is proposed by an increasing number of therapists, not least because it is cheap and has long-term benefits for many. The alternative use of relaxation practices also has many adherents, as do more modern applications of cognitive behavioural techniques, inoculation training and bio-feedback. But in many cultures, especially those in the West, there is a tendency to turn to medicine for relief from stress. Inevitably there are some patients who then become addicted if the substance offered has an addictive quality. Candidates may refer to either positive or negative coping strategies, such as turning to alcohol or smoking, for stress relief.

Whichever strategies are chosen, candidates should include research and evaluation as an important part of their response.

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

Award up to **[10 marks]** where only one relevant strategy is described and evaluated.

Lifespan Psychology

13. Discuss *two* empirical studies related to separation in lifespan psychology. [20 marks]

Refer to the paper 2 markbands when awarding marks.

There are numerous studies that can be discussed in relation to short-term or long-term effects of separation on human development. For instance, Robertson and Bowlby (1952) based their conclusions regarding the short-term effects of separation on observations of the behaviour of children aged between 1 and 4 years old. Cockett and Tripp (1994) found more long-term separation effects in children from re-ordered families than those children who lived in intact but discordant families. In his study, Schaffer (1990) pointed out that the impact of the removal of the key attachment figure may be mitigated or exacerbated by other aspects of the social context. Rutter (1981) also concluded that generally, the long-term effects of short separations are rarely disastrous.

It would also be appropriate to discuss studies of the long-term effects of institutionalization such as research done by Donates *et al.* (1985), Hodges and Tigar (1989), Downey *et al.* (1985) and Rutter and Quinton (1984). The studies confirmed that institutionalization puts an individual at risk but also that it does not necessarily eradicate all prospects of well-being in adulthood.

Discussion of studies may include reference to methodology, cultural or ethical considerations or the possibility of application of findings.

Award [14 to 20 marks] for responses that present a clear description of relevant studies, culminating with an informed and well-developed discussion of two empirical studies.

Award [8 to 13 marks] where responses are mainly descriptive, offering a limited discussion of two empirical studies related to separation.

Award [1 to 7 marks] where responses present a superficial description of the empirical studies without any discussion.

Award a maximum of up to [3 marks] for responses providing theories of separation with no reference to specific empirical studies.

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

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

Refer to the paper 2 markbands when awarding marks.

The focus here is on how the use of different methods and techniques of research has an impact on the interpretation of behaviour offered by lifespan psychologists. Responses offering in-depth explanation of a limited number of methodological considerations or a less thorough explanation of several methodological considerations may be awarded equal credit.

Appropriate content may discuss the fact that cross-sectional designs inevitably confound age and cohort, while longitudinal studies confound age change and time of testing. However, one or another form of sequential designs can help sort out these effects; they also allow researchers to shift from talking merely about age differences to analysis of age changes. Other methodological issues of concern to developmental psychologists include problems such as subject selection, age equivalence of measures, or the fact that research data could be biased by expectations of researchers and subjects about people of different age groups. Another specific concern in conducting research in lifespan psychology is to distinguish between the emic approach and the etic approach, between culture specific and culture universal data.

Award **[14 to 20 marks]** for responses that offer a well-developed explanation of how methodological considerations in lifespan psychology may affect the interpretation of human behaviour.

Award **[8 to 13 marks]** where responses present an appropriate description of research methods used in lifespan psychology with a limited explanation of their impact on the interpretation of human behaviour.

Award **[1 to 7 marks]** where responses offer a superficial description of research methods used in lifespan psychology without explaining the way they may affect the interpretation of behaviour.

Award up to a maximum of **[10 marks]** for responses that explain how only one methodological consideration affects the interpretation of behaviour in lifespan psychology.

15. Examine controversies related to concepts of adolescence.

[20 marks]

Refer to the paper 2 markbands when awarding marks.

High scoring responses would be based on theories that highlight the controversial nature of this period of human development.

The traditional view of identity formation in adolescence is one of identity crisis, “storm and stress” and the rejection of parental values creating a generation gap. Theorists such as Anna Freud, Blos or Erikson support, in different ways, the idea that adolescence involves a long period of crisis.

However, this view has been challenged by the alternative view of adolescent identity development which suggests adolescence does not always cause antagonism towards parents and does not necessarily create highly stressful experiences for the adolescent. For instance, Coleman’s focal theory suggests that most issues and worries that adolescents have to deal with seem to peak at different ages and only when several coincide will stress occur. Moreover, cross-cultural researchers such as Mead or Offer and his colleagues have drawn a fascinating picture of the universal and not-so-universal understanding of adolescence.

Award **[14 to 20 marks]** where responses present a well-developed analysis of controversies related to the period of adolescence.

Award **[8 to 13 marks]** for responses that include appropriate description of the controversial nature of this period of human development with a limited analysis of these controversies.

Award **[1 to 7 marks]** where responses show a superficial understanding of the controversies related to adolescence.

Award **[1 to 3 marks]** for responses that offer a general account of the concept of adolescence with no reference to its controversial nature.

Psychodynamic Psychology

- 16. Analyse the extent to which the development of the psychodynamic perspective has been affected by historical and cultural contexts.** *[20 marks]*

Refer to the paper 2 markbands when awarding marks.

Responses should offer an analysis of the historical and cultural conditions that favoured the advent of psychoanalysis and the factors responsible for the growth of the psychodynamic perspective. Responses do not have to make a distinction between historical and cultural contexts.

Freud initiated the psychodynamic approach but his theory was influenced by the ideas of his time. For instance, he was influenced by Darwin's concept of evolution, Fechner's works on the notion of threshold, Helmholtz's mechanistic orientation, and Mesmer's and Charcot's works on hypnotic phenomena. Moreover, many of Freud's ideas had been anticipated. For instance, ideas about unconscious were very much a part of the intellectual climate of the 1880s in Europe. In the years before Freud advanced his sex-based theory, many studies had been published on sexual pathologies and infantile sexuality. The concept of catharsis was also popular before Freud published any of his work.

In the twentieth century, however, new disciplines were suggesting other ways of viewing human nature. For example, research in anthropology, sociology and social psychology had found that much human behaviour stemmed from social conditioning rather than attempts to satisfy biological needs. The intellectual spirit of the times was calling for a revised conception of human nature. Analysts such as Fromm, Adler, Horney, Klein, and Erikson, drifted away from orthodox psychoanalysis and began to reshape Freudian theory along the lines of the social sciences.

Award *[14 to 20 marks]* for responses that offer a well-developed analysis of the extent to which factors had an impact on the development of psychodynamic psychology.

Award *[8 to 13 marks]* where responses are mainly descriptive. Responses in this category may include some appropriate but limited analysis of the extent to which historical and cultural contexts influenced the development of the psychodynamic perspective.

Award *[1 to 7 marks]* for responses that offer a minimal description of historical and cultural factors relevant to the development of the psychodynamic perspective with minimal or no analysis.

17. **Making reference to specific examples of studies, describe and evaluate two research methods (e.g. case study, observation) that are used in psychodynamic psychology.**

[20 marks]

Refer to the paper 2 markbands when awarding marks.

Responses should accurately describe and evaluate two research methods used by psychodynamic psychology, offering informed commentary on both strengths and limitations. At least one research study for each research method should be used to support the arguments.

Appropriate content may refer to research methods such as case study, observation, or interview and may refer to Erikson’s psychohistory method, Jung’s word-association test, and/or Freud’s case histories and self-analysis. Relevant content may also present the attempts to test psychodynamic concepts experimentally: many studies have examined the scientific credibility of psychodynamic theories. Dream analysis and free association should not be described as research methods in themselves, but are acceptable as part of research techniques used in case study investigation. Appropriate answers should make it clear that a psychodynamic approach can be scientifically valid in some aspects and unscientific in others. Indeed, psychodynamic psychology has difficulty in clearly meeting empirical standards because its focus is on the unconscious contents and processes of the mind. However, techniques are available to make these phenomena more accessible.

Award **[14 to 20 marks]** where responses describe and evaluate two relevant research methods with explicit references to appropriate examples of research studies from the psychodynamic perspective.

Award **[8 to 13 marks]** for responses that offer an appropriate description of two relevant methods with a limited attempt at evaluation. Responses may not clearly refer to examples of research studies but explicitly link the methods described to the psychodynamic perspective.

Award **[1 to 7 marks]** where responses present a minimal description of appropriate research methods without evaluation or reference to the psychodynamic perspective.

For responses that refer to only one relevant research method, a maximum of **[10 marks]** should be awarded.

18. Compare and contrast two neo-Freudian theories on the influence of childhood experience on behaviour. [20 marks]

Refer to the paper 2 markbands when awarding marks.

Whichever theories are presented, it is important that the focus of the answer is on their attempts to understand behaviour by analysing the formative role of childhood experience. Similarities and differences between the two interpretations must be offered.

On one hand, psychodynamic theories have several common ideas about the importance of childhood experience. For instance, most psychoanalytic theorists focus their attention on the early years of life and agree that psychological development occurs in stages. Moreover, they share the assumption that adult behaviour and ongoing problems are determined by experiences in early childhood.

On the other hand, psychodynamic theories view the importance of childhood experience in different ways. For instance, object-relations theorists such as Klein or Winnicott emphasize the importance of the first two years of life rather than the Oedipal phase, the infant's relationships to important figures rather than sexual needs and drives. Self theorists such as Kohut view the self as the central construct in personality which is structured in the early years of life as the child interacts with important self-objects in the environment. Persons with an autonomous self are able to engage people in intimate and fulfilling relationships. Ego theorists such as Anna Freud, Hartmann or Erikson, emphasize the mechanisms used by the ego to deal with the world.

Answers that refer to the influence of childhood experience on children or adolescent behaviours are equally acceptable.

Award **[14 to 20 marks]** where responses provide a well-developed comparison between two theories with regard to the influence of childhood experience on behaviour.

Award **[8 to 13 marks]** where responses are mainly descriptive. Responses of this category may include some appropriate but limited comparison.

Award **[1 to 7 marks]** where responses compare two psychodynamic theories without relating these to the influence of childhood experience on behaviour, or offer an appropriate but minimal description of the theories without any comparison.

Where only similarities or differences are addressed, no more than **[10 marks]** should be awarded.

Social Psychology

19. (a) Describe *one* psychological research study on obedience. [6 marks]

Responses will probably refer to Milgram's study on obedience and replications of it, *e.g.* cross-cultural studies. There may also be reference to Zimbardo since this study is related to obedience to social roles.

Award [**5 to 6 marks**] for responses that clearly describe one study on obedience in depth.

Award [**3 to 4 marks**] for responses that identify one study but only give a limited descriptive account.

Award [**1 to 2 marks**] for responses that identify and give a superficial description of the study on obedience.

(b) Discuss the extent to which methodological and cultural considerations affect research on obedience. [14 marks]

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

Research may include theory or empirical studies. Methodological considerations could include participant variables, demand characteristics, type of obedience task, artificiality, ecological validity.

Cultural considerations could include cultural norms, gender differences, individualism versus collectivism, historical differences.

Responses referring to ethical considerations are acceptable as long as they are linked to methodological aspects of the studies.

Award [**11 to 14 marks**] for responses that clearly identify and discuss methodological and cultural considerations and offer a balanced view supported by evidence on how these affect findings of research on obedience.

Award [**6 to 10 marks**] for responses that identify methodological and cultural considerations but only give a limited discussion of how these methodological or cultural considerations affect the research on obedience.

Award [**1 to 5 marks**] for responses that outline how methodological and cultural considerations affect the findings of research on obedience.

Scaled paper 2 markbands out of 14

- 12 to 14** 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.
- 10 to 11** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the perspectives. 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.
- 8 to 9** 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.
- 5 to 7** There is an attempt to structure the answer but it is not sustained throughout the answer. 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.
- 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 perspectives 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 perspectives. 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.

20. Describe and evaluate *one* theory of collective behaviour.

[20 marks]

There are a number of different ways in which evaluation of one theory can be approached, *e.g.* supporting or refuting the theory, comparison with another theory or providing practical applications.

Theories could include Le Bon's contagion theory.

If candidates used conformity or de-individuation as collective behavior it needs to be approached from the perspective of the group rather than the individual in order to be credited.

Award **[14 to 20 marks]** for responses that clearly describe the theory and offer a thorough evaluation.

Award **[8 to 13 marks]** for an adequate description but a limited evaluation.

Award **[1 to 7 marks]** for a superficial description without evaluation.

21. (a) Distinguish between prejudice and discrimination. [4 marks]

Part (a) requires a clear statement of the differences between the attitude of prejudice and the behaviour of discrimination.

Award *[3 to 4 marks]* for responses where a clear distinction between prejudice and discrimination is made.

Award *[1 to 2 marks]* for a response which defines each term but does not mention their distinguishing factors.

(b) Describe two studies that investigate prejudice and discuss how they have contributed to an understanding of the origins of prejudice. [16 marks]

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

The term “origins” could include a selection of factors within a theory or a number of different theories.

Responses may discuss theories such as schema theory, frustration–aggression theory, scapegoating theory, personality theories.

Studies could include Elliot (Brown Eyes/Blue Eyes), Sherif’s Robber’s Cave.

Discussion may highlight the strengths and limitations of the studies, their applicability, how they may be used to reduce prejudice, cultural and methodological issues, gender differences.

Award *[11 to 16 marks]* for a sound description of more than one origin of prejudice.

Award *[7 to 10 marks]* for an appropriate description but limited discussion of origins of prejudice.

Award *[1 to 6 marks]* for superficial description of origins of prejudice without discussion of origins of prejudice.

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 2, a mark of 0 should be recorded.
-