



INTERNATIONAL BACCALAUREATE
BACCALAURÉAT INTERNATIONAL
BACHILLERATO INTERNACIONAL

M03/350/HS(1)M

MARKSCHEME

**REVISED AT
STANDARDISATION ON 24TH
MAY 2003**

May 2003

PSYCHOLOGY

Higher Level and Standard Level

Paper 1

9 pages

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SECTION A

Biological Perspective

1. (a) **Describe *one* theoretical explanation of behavioural change in humans based on the biological perspective.** [4 marks]

Candidates attracting marks in the highest band should offer a description clearly indicating how change in behaviour has been achieved, for example through the effects of drugs, or the physiological correlates of psychological processes such as emotion. Award up to [3 marks] for accurate description of relevant material, with a further mark for responses explicitly relating the selected example to the biological perspective, *e.g.* through reference to underpinning assumptions.

In this section of the question, examiners are looking for an answer focusing on accurate knowledge and understanding of material based firmly in the biological perspective.

Mid band answers are likely to describe appropriate material without relating it to the biological perspective, for which a maximum of [2 marks] is available. Answers attracting only [1 mark] will be those offering a limited and simplistic account of relevant material lacking the expected depth of understanding of the perspective.

Answers describing behavioural changes related to mental health conditions that ignore the focus on understanding of the biological perspective should be awarded a maximum of [1 to 2 marks].

- (b) **Explain the strengths and limitations of the explanation of behaviour described in part (a).** [4 marks]

Responses meriting the award of marks in the top bands should offer both strengths and limitations of the selected explanation, supported by relevant psychological research. Evaluation may include, for example, methodological limitations of cited research, and discussion of more general considerations such as the role of correlation research in explanations of human behaviours. In some cases, ethical considerations will be important. Candidates may choose to compare biological explanations of human behaviour with those from other perspectives, in terms of strengths and limitations. However, in such cases the focus must remain on evaluation of the biological perspective.

In this section of the question, examiners are looking for an answer focusing on a balanced evaluation of the biologically based explanation of human behaviour described in part (a).

Mid band responses will probably concentrate on *either* strengths *or* limitations, or offer evaluative points unsupported by relevant research or theory. Award a maximum of [2 marks] for such work.

[1 mark] answers are likely to offer only very brief, undeveloped points.

Cognitive Perspective

2. (a) Describe *one* assumption on which the cognitive explanation of human behaviour is based. *[4 marks]*

A brief statement of a relevant assumption should attract only *[1 mark]*. High marks should be awarded to responses accurately identifying and describing an assumption **explicitly** related to the cognitive science approach to explaining human behaviour. Examples such as the assumption that mental processes can and should be investigated scientifically, that models of psychological functions can be proposed, or that cognitive processes actively organize and manipulate information would all be appropriate choices. Mid mark responses are likely to describe a relevant assumption yet neglect to relate it to human behaviour.

- (b) Choose *one* research study to demonstrate how the assumption described in part (a) underpins a cognitive explanation of human behaviour. *[4 marks]*

The word underpins is unusual and has led to two interpretations of the question: One in which “underpins” is interpreted as “supports” the other as “fails to support”.

Therefore examiners need to be aware that candidates may choose a research study from a different perspective and still make it relevant to the question.

In this section of the question candidates are required to apply the assumption described in part (a) to the investigation of human behaviour using specific empirical research. A variety of topics may be offered, for example, research into memory, perception, problem-solving, language acquisition or usage. Responses attracting the full *[4 marks]* must clearly explain the relationship between the selected research study and the assumption described in part (a). Mid mark responses will probably offer a relevant study but fail to relate it explicitly to the stated underpinning assumption. Purely anecdotal responses should not be awarded marks.

Learning Perspective

3. (a) **Outline *one* psychological question which may be explained using the learning perspective.** [3 marks]

Any psychological question may be made applicable to this question, examples in the guide include gender differences or morality.

Award [3 marks] for a clearly outlined psychological question.

Award [2 marks] for an outline of a psychological question that has minor deficiencies in clarity

Award [1 mark] for a vaguely outlined psychological question

Award [0 marks] for a question that is not psychological

- (b) **Evaluate the effectiveness of the learning perspective explanation of the psychological question identified in part (a).** [5 marks]

More astute candidates are likely to initially define learning as, *e.g.* “any relatively permanent change in behaviour that occurs as a result of experience”, in order to consider the effectiveness of their chosen explanation. Thus explanations based on CC and OC principles will be relevant, as will those based on social cognitive learning theory. The chosen learning perspective explanation may be evaluated through comparison with explanations from other perspectives although the emphasis must remain on that of the learning perspective, or through reference to relevant empirical research. Evaluation should include both strengths and limitations, so expect a balanced account in top band essays [4 to 5 marks].

Mid band responses may offer either strengths or limitations when considering the effectiveness of the selected explanation maximum [3 marks].

Weaker responses will perhaps list relevant evaluation points for the perspective in general, or offer unsubstantiated opinion, in which case [0 marks] may be awarded.

Humanistic Perspective (HL ONLY)

- 4.(HL ONLY) (a) Describe *one* method used by humanistic psychologists to collect research data. [4 marks]**

Award [1 mark] for a correctly identified research method such as self report, case study, interview, Q-sort, *etc.* .

Further marks will be awarded for accuracy and relevance in the summary of the method. Understanding may also be demonstrated by the appropriate use of examples.

- (b) Explain how the method of data collection described in part (a) reflects the interpretation of behaviour from a humanistic perspective. [4 marks]**

Award full marks for answers competently addressing the demands of this part of the question demonstrating knowledge and understanding of the ways in which humanistic assumptions both underpin and are reflected in choice of data collection method. Minimal marks may be awarded for a general account of methods such as the interview or the questionnaire which omit the specific humanistic focus. Minimal marks may also be awarded if candidates fail to show how the chosen method reflects the interpretation of behaviour by the humanistic perspective. Do not award marks for accounts referring to therapeutic techniques rather than to the required research methods.

Relevant content may include reference to choice of method reflecting and supporting the aims of researchers working within the perspective, *i.e.* to explore the experience of what it means to be human, with the consequent need to study non-observables such as human attitudes, values and self-consciousness. This methodological approach stems from the move away from the idea that the only legitimate research method is the experiment using quantitative data. A broader range of methods of enquiry into human behaviour has developed with the intention of promoting personal choice for the individual, and the care and effectiveness of social groups.

SECTION B

5.(SL Qu 4) Explain and evaluate claims that correlates exist between physiological processes and psychological behaviour. [20 marks]

Candidates need to consider both main elements of this question. If only physiology or psychology is considered, the answer should be limited to a maximum of **[6 marks]**.

The question also calls for evaluation. If explanations of claims are presented only in descriptive terms, there should be limited to a maximum of **[12 marks]**.

Examiners should allow for broad interpretations of this question when it comes to a selection of examples. There are few, if any, examples of psychological behaviour that do not have physiological correlates. It is the task of the candidate to explain claims that these are linked and then to evaluate such claims. Studies that focus explicitly on these claims include those of Schachter and Singer, Dutton and Aron, James and Lange, and Papez. In each of these studies, physiological factors are closely correlated with excitatory or inhibitory states. In the case of the first study mentioned, the researchers did not appear to take into account that participants subjected to injection, whether with epinephrine (adrenaline) or a placebo substance, would produce their own epinephrine as a result of anticipating the pain of the needle. Attempts to replicate the experiment have been unsuccessful. Candidates should include other evaluations in order to gain high marks.

6. (SL Qu 5) (a) Describe *one* model of information processing that helps in the understanding of one aspect of human cognition. [10 marks]

Appropriate choice of model is varied, so expect a range of responses encompassing topics as diverse as social cognition, perceptual set or cognitive dissonance, *etc.* However, in order to comply with the demands of the question, the selected model must clearly demonstrate an information processing explanation of behaviour. A response meriting full marks should accurately describe the model, correctly attribute authorship, and make explicit the role of information processing in human cognition. Award a maximum of **[5 marks]** for an answer offering an accurate description of an appropriate model although omitting explanation of the processing of information.

The model of information processing must be the focus of the answer, not the research that supports it. Where the research supports the description of the model, some credit may be awarded. Where the candidate simply describes a relevant research study., up to a maximum of **[3 marks]** should be exported to Part (b), leaving the maximum of **[10 marks]** out of 10.

- (b) **Using psychological theory *and/or* research, evaluate the model described in part (a) of this question.** **[10 marks]**

The injunction “evaluate” requires an appraisal of the model, referring to both its strengths and its limitations. Essays attracting marks in the highest bands will explicitly refer to both, and will cite relevant theory and/or research in so doing. Award a maximum of **[5 marks]** where the candidate discusses only strengths or limitations. Relevant evaluation must be supported by appropriate theory and/or empirical research. Unsubstantiated responses cannot therefore be awarded marks. A range of theory and research (including material from alternative perspectives) may be offered in evaluation of the selected model. However, it must be clearly used for evaluation purposes, in order to attract marks.

7. (SL Qu 6) **“Theories challenging traditional learning theory make the assumption that learning is more than a series of stimulus-response associations.”**

With reference to this statement, assess the extent to which cognitive *and/or* biological factors contribute to explanations of behavioural change within the learning perspective. **[20 marks]**

The question asks for a judgment on the role of cognitive, biological and environmental factors in learning, with reference to the statement which suggests traditional S-R explanations are limited by their emphasis on environmental factors. Thus accurate knowledge of revisions to traditional learning explanations, developments of such theories, and alternative explanations of learning processes will all provide appropriate material for answering this question. Well-prepared candidates should be able to offer informed comment based on relevant research and/or theory, leading to a clearly stated conclusion on the role of each factor in the learning process. Responses to this question are expected to focus on challenges to the statement from within the perspective, rather than to explain learning from a cognitive or biological perspective. Award a maximum of **[10 marks]** for accounts which simply describe different explanations of learning. A maximum of **[3 marks]** should be awarded for simple description of stimulus response accounts of learning, however detailed.

8. (HL ONLY) “The humanistic perspective’s universality is limited by its emphasis on the individual.”

Discuss this statement using relevant psychological theory and/or research in your argument. [20 marks]

Direct discussion of the statement is required in this question. Relevant content may include examples such as the development in Japan of non-directive counselling loosely based on the person-centred approach but not premised on an individualistic notion of self. Criticism of self-actualised individuals as being autonomous and self-centred, mistaking autonomy and individuality for individualism would also provide relevant material for discussion. Look for an informed argument providing a well-balanced consideration of the statement, demonstrating awareness of both agreement and disagreement in answers meriting marks in the top bands. Middle band responses will be characterized by commentary focusing on a general critique of the perspective with only passing reference to the statement. Answers simply listing the limitations of the humanistic perspective in general should only be credited with marks for comments directly relating to the statement.

Theories and/or research from other perspectives will be very relevant in discussing the quotation.

If the candidate offers a sound evaluation of the perspective in general, with no reference to the question, award a maximum of **[6 marks]**.
