



MARKSCHEME
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PSYCHOLOGY

Higher Level and Standard Level

Paper 2

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Comparative psychology

1. **Consider inter-species and intra-species communication between non-human animals.** [20 marks]

The question uses the command term “consider” which seeks the candidate’s opinion and, in accordance with the glossary definition, this should be presented clearly and supported with as much empirical evidence and sound argument as possible. Answers that simply describe animal behaviour but without supporting evidence should be limited to [8 marks] maximum.

All types of sensory modalities may be used as examples – visual, gustatory, aural, tactile and olfactory. Both inter and intra species communication need to be addressed. Those essays limited to one or other of these should be limited to a maximum of [10 marks]. Taken in conjunction with the first paragraph of this question’s markscheme, those which just describe and also focus on one or other main form of communication should be limited to a maximum of [5 marks]. Good essays will discuss the reasons for certain forms of communication e.g. between species – high stotting behaviour in Thompson’s gazelle indicates to predatory lions that there is no point in chasing this super-fit individual and they had better focus their attention on a less fit animal. Within species the more highly coloured, patterned and large the tail of the peacock, the more that signals the availability of the fittest genes to peahens for their future offspring.

2. **To what extent does research into evolutionary behaviour of non-human animals help psychologists to explain human behaviour?** [20 marks]

Candidates are expected to make judgments concerning the extent to which relevant research does help in this context. If a candidate fails to make explicit judgment then a maximum of [12 marks] should be awarded. The range of relevant material is very broad and provided that the candidate makes reasonable justification for a particular choice they should be given credit. For example, the evolutionary development of flight–fight behaviour has enabled psychologists to trace similarities in humans compared to animals when they are faced with relevant circumstances of aggression or fear. There are many overlaps in the biological correlations that occur – release of adrenaline, increase in heart rate, stomach motility *etc.* When humans are repeatedly unable to discharge aggression, usually as the result of cultural norms that require the inhibition of such behaviour, the stomach acids produced may lead to ulcers.

To gain high marks candidates should not only use this type of explanation, linking evolutionary behaviour in non-human animals with human behaviour, but also make a judgment as to the extent that such parallels are applicable. In human behaviour that is linked to higher cognitive processing, for example in symbolic language usage, it is not easy to make such direct evolutionary links with non-human animals.

3. (a) **Using two examples, compare the behaviour of non-human animals acting alone with those of non-human animals acting in groups.** [10 marks]

Examiners should assure themselves that candidates have made actual comparisons between animals acting alone and acting in groups. If essays offer just descriptions of such

actions, without making explicit comparisons, then a maximum of **[5 marks]** should be awarded. Candidates should compare both similarities and differences. For example, female lions acting as a team use a different hunting strategy from, say, a jaguar hunting alone. The mobbing behaviour of a small group of birds against a predator is similar to that of a single bird acting aggressively towards a similar predator. To gain high marks, explicit and balanced comparisons should be demonstrated.

(b) Assess the impact of such behaviour on other animals. [10 marks]

If the behaviour of predator animals acting together is consistently successful against a specific preyed species, it is possible for that food source to become nearly extinct. This would eventually have an adverse effect upon the predator whose numbers would start to drop and allow the preyed species to increase. There is a check of inbuilt natural balances that usually helps specific animals to maintain a balance of numbers. Candidates should not only describe the impact of the behaviour they have mentioned in part (a), but also assess it in order to gain high marks. Mid range marks, dependent upon quality, should be awarded for those essays that display relevant knowledge but fail to use it effectively to make an assessment.

The term “other animals” may refer to the same species or any other species.

Cultural psychology

4. (a) **Identify and explain *one* problem which arises for psychologists conducting cross-cultural research.** [4 marks]

Content will be varied and may include, for example, language barriers and translation, cultural variation in acceptance of research methods, difficulties in validation of theories in other cultural settings, ethnocentric bias, *etc.* To achieve the full [4 marks], a response must make explicit the nature of the problem. Answers simply identifying an appropriate problem may be awarded a maximum of [1 mark].

- (b) **Describe *one* study which illustrates the problem identified in part (a).** [6 marks]

Again, expect a variety of responses but relevant studies may be those clearly examining psychological phenomena in people from more than one cultural background, *e.g.* Hraba and Grant (1970), “A re-examination of racial preference and identification”, or Stigler and Stevenson (1992), “How Asian teachers polish each lesson to perfection.” For higher marks candidates may consider such areas as the aim of the study, the methodology, procedures and results of the research. Award minimal marks for more general responses omitting relevant detail, and no marks for an inappropriate study.

- (c) **Discuss conclusions from the study described in part (b).** [10 marks]

Look for a balanced discussion examining the relationship between findings and conclusions, including, for example, implications and applications. Award higher marks for answers which competently and explicitly discuss the conclusions. Answers which only describe conclusions should receive a maximum of [5 marks].

5. **Discuss how *two* dimensions of cultural difference affect interpretations of human behaviour. Use relevant psychological research to illustrate your answer.** [20 marks]

If one dimension is considered and no psychological research is used, award a maximum of [4 marks].

Responses which do not refer to the required psychological research should receive no more than [8 marks].

Award a maximum of [10 marks] where only one dimension is considered, however thoroughly.

Appropriate choice of both dimensions and research will distinguish better quality responses from those of weaker candidates. Relevant answers could include examples such as discussion of the impact of individualism-collectivism, power distance and cultural complexity on both research technique and findings/conclusions for selected studies. Look for clear understanding of the impact of cultural diversity on the universal applicability of psychological research demonstrated by the explicit discussion of related issues to specific studies, in the responses of more able candidates.

6. (a) **Use cultural psychology to outline *one* explanation of self. [6 marks]**

This is a straightforward request for knowledge of an appropriately chosen explanation. The development of individualistic and collectivist conceptions of self, or of personal and social identity would be appropriate choices of explanation for this section of the question. Answers attracting up to and including **[3 marks]** will be characterized by rather brief accounts, tending to make generalizations instead of the logically related statements found in a formal explanation.

(b) **Use the explanation provided in part (a) to discuss cultural differences in communication. [14 marks]**

Candidates are required to provide a clearly presented and well supported opinion on how the explanation provided in part (a) accounts for cultural differences in communication.

Award high marks for essays that clearly and explicitly consider the relationship between explanation of self and communication. Astute candidates may discuss the possible correlation between a culture's level of individualism-collectivism and high context-low context communication preferences. The essay may be further supported by using relevant research on specific areas of communication, either verbal or non-verbal.

A maximum of **[8 marks]** may be awarded to candidates who only implicitly make links between (a) and cultural differences in communication, and/or where the discussion is relevant although not well-supported by relevant research.

Award a maximum of **[3 marks]** for essays that focus only on communication without drawing links to the explanation of self provided in part (a).

The psychology of dysfunctional behaviour

7. Discuss basic assumptions of *one* model of dysfunctional behaviour in relation to *one* example of dysfunctional behaviour. [20 marks]

Basic assumptions of any model (medical, behavioural, cognitive, psychodynamic, humanistic) may be included. The diathesis-stress model, also identified as “vulnerability model”, encompasses and connects other models.

As an example of dysfunctional behaviour, candidates may select schizophrenia, with abundant genetic, biochemical and sociocultural (social class, family interaction) research data which lend themselves well to exploration. Candidates may choose to explore two basic assumptions in depth or include a wider range of factors. High marks should be awarded to an informed discussion including the strengths and limitations of the model discussed. Scripts in the mid range of marks will probably include a description of assumptions with limited discussion.

A descriptive account of the selected dysfunctional behaviour which omits discussion of basic assumptions should earn a maximum of **[5 marks]**.

Consideration of treatment options should not be awarded additional marks unless it is linked to basic assumptions.

8. Consider the role of cultural considerations in the interpretation of dysfunctional behaviour. [20 marks]

Interpretation of dysfunctional behaviour and clinical assessment in general have become increasingly sensitive to cultural variation and/or sub-cultural variation (eg gender role differences) in some parts of the world. Until recently members of minority groups, subjected to dominant cultural norms, have suffered from biases that may lead to either underplaying the severity of their symptoms (attributing them to cultural differences) or “overpathologizing” due to lack of understanding of different cultural norms. Diverse researchers (Lopez, Hernandez, Blake, Simon *et al*) have explored the subtleties involved in the interpretation of dysfunctional behaviours. Candidates may refer to the so-called culture-bound syndromes (amok, brain fag, koro, among others). Also, it is perfectly acceptable for candidates to discuss how historical changes in society affect interpretations of dysfunctional behaviour. Ethical and methodological considerations (labelling, translation problems) may also be included in the best explorations of the issues involved. The command term “consider” requires candidates to offer a balanced discussion of the topic, including their own evidence-based opinions. Empirical evidence and sound arguments are expected for marks in the higher bands. These arguments may include the analysis of contradictory evidence, different rates of disorders in different cultures or even subcultures, and the increases in diagnosis related to changes in cultural demands (for example, ADHD or eating disorders). Purely descriptive and vague accounts of tribal customs should not be awarded more than **[5 marks]**.

9. (a) Describe *one* approach to the treatment of *one* dysfunctional behaviour. [10 marks]

Candidates should choose one dysfunctional behaviour for which the chosen approach to treatment is suitable (examples will include anxiety disorders, schizophrenia and affective disorders, but other dysfunctional behaviours are equally acceptable). The dysfunctional behaviour should be identified as well as its treatment. If candidates do not specify one specific dysfunctional behaviour but discuss it at length in general they can still be awarded full marks. The description may include references to the causes of the dysfunctional behaviour although the focus of the answer should be on treatment. The use of terminology should be appropriate. Examples of approaches mentioned in the psychology guide are:

- biological treatments, such as psychosurgery, electroconvulsive therapy and drug treatments
- directive psychological therapies, such as those based on the behavioural and cognitive perspectives
- non-directive psychological therapies, such as those based on humanistic and psychodynamic perspectives
- Eclectic approach

However other approaches are equally acceptable

Linkage between the chosen dysfunctional behaviour and the chosen treatment should be clear for marks in the upper bands. Marks in the middle bands will include answers where a weak linkage is made between the chosen treatment and the dysfunctional behaviour. A maximum of **[4 marks]** may be awarded for a treatment description not linked to the dysfunctional behaviour.

(b) Evaluate the ethical problems involved in the approach to treatment of dysfunctional behaviour described in part (a). [10 marks]

Ethical problems referred to should be linked to the chosen treatment.

For example, if the biological approach has been chosen, issues such as the following may be evaluated:

Drug therapy is relatively effective but unpredictable, and irreversible neurological side effects may appear. Drugs designed for adults may be inappropriately administered to children. ECT, a treatment for depression when drugs are not effective even in their most refined form, can induce side effects such as memory loss. Candidates should consider if it is ethically acceptable to administer such treatments in the light of the above.

An accurate description of ethical guidelines without a close fit to the chosen approach to treatment could gain a maximum of [3 marks]. Candidates need to go beyond description of the procedures or treatment to gain marks in the upper bands. A thoughtful appraisal of relative benefits and disadvantages of this form of treatment should be closely related to ethical concerns regarding physical, psychological distress and potentially damaging outcomes. Informed consent of mental patients and rights to refuse treatment should be included.

Health psychology

10. Discuss how

(a) **substance use can lead to addictive behaviour** *[10 marks]*

(b) **substance misuse can lead to addictive behaviour.** *[10 marks]*

Candidates should consider both psychological and physiological factors in their consideration of addiction. They should take account of the fact that substance use can involve the legitimate taking of drugs, for example in helping to alleviate a medical condition. Several highly publicized court cases, successful for the litigant in several instances, have shown how some of these drugs have led to addictive behaviour. Most of these cases, although not all, will involve physiological addiction primarily and it is reasonable for candidates to focus on this aspect alone for this section and still gain up to *[10 marks]*.

(b) It will cause no surprise if candidates show themselves to be much better informed on drug misuse. This aspect of drug addiction is more frequently the result of social and psychological pressures. If candidates do limit themselves to these aspects of drug addiction for this part of the question they can still earn up to *[10 marks]*.

Astute candidates may note the distinction between physical dependence and psychological addiction.

In neither case of part (a) or part (b) should marks be given for treatments for drug addiction, unless it involves a substance that in itself may lead to further addiction. The question is not an invitation for candidates to provide insights into street culture of substance abuse. Marks should not be awarded for such information unless it relates directly and relevantly to psychological factors and drug addiction.

11. **With reference to relevant empirical studies, discuss the use of placebos in the study of health psychology.** *[20 marks]*

Candidates who demonstrate a clear knowledge of the placebo technique, but provide nothing else that is relevant to this question should be given a maximum of *[3 marks]*. It should be made evident that neither participants nor experimenter should know which is the actual treatment and which is the placebo (double-blind testing). More than one study in health psychology is required as an example. If only one study is provided a maximum of *[10 marks]* should be awarded. The studies selected should have been conducted over a relatively long period, several months or years according to the nature of the research. The most likely studies offered could be related to the treatment of abnormal behaviour by the use of drugs, but many other examples are equally relevant and can attract marks. High marks should be awarded where candidates use appropriate longitudinal studies that are discussed in a manner that show a clear application of the placebo technique and its outcome.

12. Examine claims that suggest that physical and mental health are interrelated. [20 marks]

Candidates who simply describe relevant studies but do not offer any evaluation should be limited to a maximum of *[10 marks]*.

For high marks, candidates should show an awareness that early work which purported to show a positive relation between physical and mental health was flawed in concept and in methodology *e.g.* therapy to improve mental health in psychiatric patients was based upon its potential for such issues as improving self-confidence, facilitating self expression or gratifying narcissistic needs, and appropriate physical prescriptions were made for each individual. Claims were generalized to large populations where only very small numbers were studied in investigation; work carried out solely on male patients was then generalized to females. Examiners should also look for more positive evidence that healthy exercise is correlated with a reduction in anxiety levels for all but the most severely affected depressives. The best answers could explore both anxiolytic and anti-depressant effects. There may be occasional references to the addictive aspects of over-exercising and attempts to put this phenomenon into DSM-IV.

Mid range marks are likely to be obtained by candidates who treat this question too simplistically. In fact, the area is complex and several related problems remain unresolved, for example psychosomatic illness. Candidates may mention stress as a health factor. Providing that this is related to physical or mental health, it should receive credit.

aspects that should be treated with reservation.

Lifespan psychology

13. (a) Describe *two* theories of attachment in human beings. [10 marks]

Any two theories of attachment may be chosen. The ethological theory emerged from naturalistic observations. The central figures are Bowlby and Ainsworth. Some central ideas: babies have innate, evolutionary programmed patterns to maintain closeness to their main caregiver. Proximity to the attachment “object” provides comfort and security; separation distress results when proximity is not obtained. “Internal working models” are developed and affect social competence and future attachments. Alternative theories such as the social learning model state that socialization takes place through interaction with the environment (Maccoby). The cognitive perspective (Bruner, Schaffer) emphasizes turn taking, mutuality, reciprocity and intentionality. These social references are important for the communication of feelings in the development of the first relationships. Other alternative theories such as those of Harlow (contact comfort) and Freud’s “cupboard love” theory could be considered. However, where animal research is quoted in support of a theory, the emphasis must clearly be on the explanation of **human** behaviour. High marks should be assigned to essays with good organization and a balanced presentation of both theories. A maximum of [5 marks] may be earned if only one theory is described.

(b) Compare the *two* theories chosen in part (a). [10 marks]

The theories chosen could be compared with respect to several dimensions, for instance, the level of biological factors considered (such as temperament), or the long term consequences of attachment. Kagan and Harlow, theories based on empirical studies, supported the notion that later experiences may modify the initial “traumas”. Empirical support for theories may also be considered. The narrowness of theories that attempt to predict later behaviour on the basis of short, limited laboratory procedures as compared to longitudinal studies could be included. If only differences are provided, assign a maximum of [5 marks].

14. Examine explanations of the development of gender identity. [20 marks]

Gender identity development, the process through which children identify with members of a certain sex and incorporate gender roles, is a complex process. Biology and cognitive factors interact but certainly culture and socialization seem to play important roles in the process of gender identity development. There are different theories that attempt to explain gender identity development and candidates will most likely be familiar with several of them. Biological, social learning theory (imitation) and reinforcement theory (approval-disapproval) could provide a meaningful framework for the discussion. Stereotypes of gender roles should be included. This discussion should be informed by research. Some researchers have emphasized how little young children vary with respect to gender stereotypes in play (Hetherington). Other researchers (Block, Stern *et al*) have explored gender typing starting from birth as reflected by the parents’ role in socializing them. Block proposes that fathers play a more active role in maintaining stereotypes. Fagot has researched the role of attention from caretakers in reinforcing “masculine” behaviours. Maccoby *et al*’s studies on the role of labels have shed light on the role of stereotypes.

Two explanations are a minimum requirement. Expect a trade-off in terms of breadth/depth, where more than two are included. Award a maximum of **[10 marks]** for only one explanation, however detailed.

Critical evaluation could relate to methodological and cross cultural issues. Some candidates may argue that research on gender identity may be influenced by the researcher's own biases. Cultural variations found by some researchers (Mead) seem to indicate plasticity in the development of gender.

Empirical evidence and sound argument are expected to gain high marks. A mid range of marks should be awarded for knowledge that is not effectively used to make an assessment.

A purely descriptive account of two explanations should gain a maximum of **[8 marks]**.

15. Compare *two* research methods used in lifespan studies in psychology. Provide specific examples. [20 marks]

Candidates' responses will be facilitated by an effective choice of two contrasting research methods. Candidates should focus on two methods and discuss each in some depth addressing both similarities and differences. Reference to specific studies is required with emphasis on appropriateness of examples and supporting evidence rather than on names of researchers.

Candidates may distinguish between research methodologies classified on a broad basis such as

- longitudinal
- cross sectional
- sequential studies

or on a more specific basis such as

- cross cultural
- case studies
- observational research
- surveys and self reports
- correlational
- experimental research.

Answers in the top bands will discuss issues pertinent to lifespan psychology (including animal studies if made relevant), highlighting the advantages and limitations of the chosen methods. Evaluative comments may include methodological, ethical and cultural considerations. As an example, self reports may also lead to providing socially acceptable answers.

Answers in the middle bands may refer to research methods that lack sufficient contrast, they may also lack balance or contain limited evaluation. A limit of **[13 marks]** should be given to answers with those characteristics.

Answers in the lower bands may provide very limited comparison of the two research methods. If only one method is described with relevant research examples, a limit of **[5 marks]** may be obtained.

Psychodynamic psychology

16. Consider *two* research methodologies (experimental *and/or* non-experimental) that are used ~~characteristically~~ specifically in psychodynamic psychology. [20 marks]

In this question candidates are being invited to offer a considered review of two research methodologies used characteristically in psychodynamic psychology. A balanced argument is required, so expect both strengths and limitations of the two to be discussed. Appropriate methodologies may include, for example, the case study method or alternative ways of investigating human behaviour such as Erikson's "psychohistory" method. More astute candidates may well refer to the increasing use of empirical methods and findings to test psychodynamic theories (Westen, 1998).

Higher band responses should identify and describe two relevant research methodologies, offering informed commentary on each, having made explicit the reasons why they are representative of this branch of psychology. Clear understanding and examples of the use of two appropriate methodologies is likely to characterize mid range responses, accompanied by a limited attempt at evaluation, for which a maximum of [10 marks] may be awarded. Where only one research methodology is addressed, award no more than [10 marks]. As the question is about research methodologies, responses focusing solely on therapeutic techniques will attract a maximum of [4 marks] where simple description is offered. Up to [7 marks] may be awarded where some attempt has been made at evaluation of such therapeutic techniques.

17. (a) Outline *two* neo-Freudian theories. [10 marks]

To attract high marks candidates must select two neo-Freudian theories and describe each in sufficient detail so that they are clearly distinguishable from each other.

Description of theories may include both concepts and assumptions. A higher band response might identify how these represent points of departure from the core tenets of Freud's approach.

Middle markband answers will probably have selected two theories and described them in slightly less detail.

A lower mark answer might simply describe a general psychodynamic approach, other than Freud's (max [2 marks]).

Candidates outlining only one neo-Freudian theory should be awarded a maximum of [5 marks].

(b) Evaluate the contribution of *one* of the theories described in (a) to the understanding of human behaviour. [10 marks]

To achieve high marks the candidate must be able to explicitly demonstrate the contribution of one of their chosen theories. Evaluation should be restricted to the two theories described in part (a), with other theories brought in purely for evaluation purposes.

Middle band answers might lack the depth of the higher bands, for example, being only able to outline how the chosen theory helps understand human behaviour, without the considered evaluation.

Lower band answers may be descriptive, lacking evaluation, showing only how the psychodynamic perspective explains human behaviour, with only implied reference to their chosen theory (max [2 marks]).

A major strength of this perspective is that it is so broad based, it addresses issues as diverse as health, illness, morality, development and personality. Candidates may select these or other aspects of human behaviour. They could consider the strengths and limitations of the chosen theory. It would be acceptable to use other psychodynamic theories (or indeed theories from other perspectives) to evaluate the chosen theory.

18. Discuss the extent to which psychodynamic psychology offers a satisfactory explanation of the development of personality. [20 marks]

In order to achieve high marks candidates must focus on providing discussion of the extent to which this perspective satisfactorily explains the development of personality.

Middle mark candidates may tend to be less evaluative and more descriptive; however, the candidate will have attempted to address the requirement in the question to “explain”.

Lower mark candidates may be purely descriptive and may not address the requirement to “discuss” or to “explain”. Such answers may, for example, describe Freud’s structure of personality (max [4 marks]).

This question requires candidates to consider how psychodynamic psychology explains the development of personality and also to evaluate it via presentation of appropriate empirical evidence and/or argument. Evaluation may address some of the following: strengths and limitations, advantages and disadvantages, comprehensiveness, simplicity, usefulness, assumptions *etc.* This evaluation may be achieved by using theories from other perspectives, for example, by including alternative theories of personality development such as the biological, cognitive and/or learning approaches.

Social psychology

19. (a) Describe *two* research studies investigating obedience. [10 marks]

For high marks candidates should describe in detail two studies that are clearly investigating obedience. Such answers might include some description of the procedures and findings.

Middle mark band answers will also select two studies but the description will be less detailed, or one study will be very detailed and the other described only briefly.

Lower mark answers will lack detail, the studies may not be made explicitly relevant to obedience or only one study is described in little detail (max [2 marks]).

There are many research studies that a candidate may select but whichever studies are chosen they must refer explicitly to obedience. The most likely choice will be the work of Milgram as this is widely reported in many textbooks. Candidates need to be able to describe the procedures and findings or conclusions of such research. Zimbardo's "Prison Simulation" is also likely to be offered but the candidate must make it clear that the focus of the study was the prisoners' obedience to the guards (not conformity to social roles). Other possible studies could include, Hofling; Meeus and Raaijmakers; or Gamson *et al.* Any study can receive credit as long as it is explicitly investigating obedience. The emphasis on obedience is important as this research is often confused with the work on conformity or other kinds of group pressure. Descriptions of such studies should receive no marks.

(b) Discuss ethical and methodological considerations that may occur in the research described in part (a). [10 marks]

For high marks candidates must address both ethical and methodological aspects of their chosen research. Such answers will also demonstrate evaluation of these considerations, for example, suggesting how the problems arose and how they might be resolved.

Middle band marks will also consider both requirements in the question, but the evaluation may not be so effective. In this mark band they might consider either ethics or methods in great depth.

Lower marks will be achieved by purely descriptive answers. Candidates who merely describe the ethical/methodological issues that are applicable to their chosen studies, without any attempt to discuss these may only receive low marks (max [2 marks]).

Most of the research into obedience has ethical issues that candidates might consider. The obvious ones concern harming the participant; preventing them from withdrawing; lack of informed consent; deception. Candidates could discuss the way in which these issues might be resolved (*e.g.* to avoid deception, use role play); they could consider the way psychologists justified them (*e.g.* without deception there would be no meaningful research). Similarly the candidate might consider the methods used and whether the lack of ecological validity in such research limits the conclusions that can be drawn.

20. Outline and evaluate *two* theories of collective behaviour. [20 marks]

To achieve high marks the candidate must select two separate theories of collective behaviour and not only describe them but also evaluate these theories. The evaluation must be relevant to the chosen theories.

Middle mark band answers will be predominantly descriptive but will include some evaluation but not in such depth. Alternatively, candidates who describe and evaluate only one theory but in considerable detail may also be awarded marks in this band.

Lower mark band answers will be purely descriptive, offering no evaluation of their chosen theories maximum [5 marks].

Theories of collective behaviour might include mob behaviour; deindividuation theory and/or social identity theory. A more global interpretation of “collective” behaviour may focus on theories of social influence such as conformity or groupthink. The evaluation can take the form of using any theory to refute another; or the difficulty in obtaining sound empirical evidence. The area is difficult to study in the laboratory and psychologists often rely on retrospective data. Similarly, it is often difficult for the observer of collective behaviour to be entirely unbiased, particularly if they become caught up in the action. Evaluation might also include cross-cultural analysis.

21. (a) Describe *two* explanations of the origins of prejudice and discrimination. [10 marks]

To achieve high marks candidates must select two origins and describe them in some detail. Such answers will be able to differentiate clearly between each origin.

Middle band answers may also select two origins but the description may be less detailed, or only one origin is selected and described in detail.

Lower band responses may outline the two origins but in a very brief manner, or will not be able to differentiate clearly between the two.

Candidates might consider the role of parental style and upbringing in the formation of the authoritarian personality; the role of frustration-aggression; the role of social norms; or any other factors that are linked to the origins of prejudice and discrimination.

(b) Consider the effectiveness of attempts to reduce prejudice and discrimination. [10 marks]

For marks in the higher bands, candidates should offer a detailed consideration of the effectiveness of attempts at reduction; evaluation and analysis will be explicit.

Middle markband answers may also focus on the effectiveness of such attempts but not at such an evaluative level.

Lower markband answers may be purely descriptive and lack evaluation or consideration of effectiveness maximum [3 marks].

Candidates may offer inter-group contact and communication, or they may discuss the way in which social norms can be changed. Candidates may consider any attempts to reduce prejudice and discrimination as long as they focus on their effectiveness. These attempts at reduction do not necessarily have to be linked to the two origins selected in part (a).
