



MARKSCHEME

MAY 2006

PSYCHOLOGY

Higher Level and Standard Level

Paper 2

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Comparative Psychology

1. Compare parenting behaviour in humans and non-human animals. *[20 marks]*

Refer to the paper 2 markbands when marking this question.

Essays should contain studies or theories relating to parenting in both humans and non-humans in order to achieve more than *[10 marks]*. Anecdotal evidence should not be given credit unless it explicitly relates to a study or theory. There are striking comparisons to be made extending from total abandonment of offspring to care and protection over many years for both humans and non-humans. Answers may also address issues of single parents, two or several parents. In many species, behaviour that includes several parents acting in a caring capacity may rightly be presented as a defence strategy against predators, not least against animals from the same species. Several species also show that learning about parenting occurs prior to actually becoming a parent.

Comparison should include both similarities and differences and if only one is provided then up to *[10 marks]* may be awarded. Essays should also offer evaluation of some aspects of the studies or theories that are used.

Award *[0 to 7 marks]* for material that shows a limited level of knowledge.

Award *[8 to 13 marks]* for sound knowledge and some understanding and limited evaluation of the concepts involved.

Award *[14 to 20 marks]* for very good understanding supported by coherent and balanced evaluation.

2. Describe and evaluate *two* evolutionary explanations of behaviour related to comparative psychology. **[20 marks]**

Refer to the paper 2 markbands when marking this question.

Examiners should be flexible in their interpretation of what constitutes an evolutionary explanation and they should be aware, particularly in this context, that their own perceptions concerning evolution may not be shared by other cultures. The question refers to comparative psychology so that while humans may certainly be considered, reference could also be made to non-human animals. It is likely that selection of evolutionary explanations will often relate to Darwin or the selfish gene theories of Dawkins, but other theories may also be offered.

Two explanations should be given and essays should focus on behaviour rather than physical adaptations, although both developments may go hand in hand. Consideration should be made as to whether behaviour is innate or learned or a combination of the two. Each explanation should be evaluated in some depth. For example the Darwinian explanations can be criticised because not enough credit is given for development in stages rather than continual development, and also for its apparent inability to explain altruism.

If only one evolutionary explanation is thoroughly described and evaluated then up to **[10 marks]** may be awarded.

Purely descriptive responses may be awarded up to **[10 marks]**.

Award **[0 to 7 marks]** for material that shows a limited level of knowledge.

Award **[8 to 13 marks]** for sound knowledge and some understanding and limited evaluation of the concepts involved.

Award **[14 to 20 marks]** for very good understanding supported by a coherent and balanced evaluation.

3. (a) **Distinguish between inter-species and intra-species communication using examples from non-human animals.** [10 marks]

Reference to the paper 2 markbands may assist in the awarding of marks.

Intra-species communication varies in the modality used - visual, auditory, gustatory, tactile, olfactory. Each of these modalities is used by some individual species and answers should make clear that this type of communication is between animals of the same species. Inter-species communication occurs between different species and usually involves a more stereotypical response - hissing, growling, spitting, and increase of colouration or a change in body attitude.

No evaluation is needed in this part of the question.

If only one of either inter or intra-species communication is considered then marks up to a maximum of [5 marks] should be used.

Award [0 to 3 marks] for material that shows a limited level of knowledge.

Award [4 to 6 marks] for sound knowledge and some understanding.

Award [7 to 10 marks] for substantial knowledge and good understanding.

- (b) **Identify and evaluate one study of communication in non-human animals.** [10 marks]

Reference to the paper 2 markbands may assist in the awarding of marks.

The study selected should apply explicitly to communication and be clearly identified as such. Answers that relate to human and animal interaction do not address the question and should not be awarded marks. Answers may refer to either inter or intra-species communication or both. There are many examples. For example the Seyfarth study on reaction of monkeys to various predators and the manner in which the monkeys signal danger to their peers is well known. But evaluation of this study should refer to the questionable research methods used and to the interpretation of findings by humans who may well have had been biased in their expectations of results.

Award [0 to 3 marks] for material that shows a limited level of evaluation or is purely descriptive of one relevant study.

Award [4 to 6 marks] for increased depth of evaluation based on a reasonable understanding.

Award [7 to 10 marks] for substantial evaluation based on good understanding.

Cultural Psychology

4. **Assess how differences in cultural dimensions have an impact on human behaviour.** **[20 marks]**

Refer to the paper 2 markbands when marking this question.

Cultural dimensions are scales or continuums of characteristics, beliefs or behaviours that can be used to measure, classify or characterize a particular culture or sub-cultural group. Some of these dimensions include individualism-collectivism, Confucian dynamism, masculinity-femininity, high-low context languages and time perception. Normative curves have been plotted for a variety of cultures and sub-cultural groups for these and other dimensions. Using cultural dimensions to characterize behaviour of groups has had both positive and negative effects. Organizational psychologists have used these measurements to help in international interactions and culture shock. They are also used to develop cultural assimilators that assist in cross-cultural interaction. Negative effects such as stereotyping and over-generalization may also be a result. The work of Hofstede, Bond and Trompenaars are examples of appropriate references but other examples are equally acceptable.

Award **[0 to 7 marks]** for basic descriptions of cultural dimensions without discussion of the impact they have on human behaviour.

Award **[8 to 13 marks]** where essays provide an appropriate but imbalanced assessment.

Award **[14 to 20 marks]** where responses have provided a focused, balanced assessment of the impact of cultural dimensions.

5. **Examine the extent to which the concept of self varies across cultures.** **[20 marks]**

Refer to the paper 2 markbands when marking this question.

Various investigations into the concept of self have focused on topics such as individual self and cultural self, private, public and collective self (Triandis), relational and separated self (Kagitcibasi), and independent versus interdependent self (Markus and Kitayama).

Award **[0 to 7 marks]** for basic description of different theoretical concepts of self - such as individualism-collectivism.

Award **[8 to 13 marks]** for responses that accurately discuss variations in the concept of self yet do not examine the extent of variation.

Award **[14 to 20 marks]** where responses describe a variety of differences in the concept of self across cultures. Essays in this range might highlight social influences and cultural norms as well as note the lack of clearly established correlation between different measures of self that have been used by researchers.

6. (a) Describe *two* problems in cross-cultural research. [8 marks]

Reference to the paper 2 markbands may assist in the awarding of marks.

Examples of some problems might include language and translation problems, ethnocentric interpretations of behaviour, respect for cultural differences that might affect procedural considerations in research. These problems need to be placed in a cross-cultural context in order to gain marks for the question.

Award **[0 to 2 marks]** for responses that identify appropriate problems but lack detailed description.

Award **[3 to 5 marks]** for accurate descriptions that are less fully developed or where the problems identified are applicable but not unique to cross-cultural research, such as random selection or informed consent.

Award **[6 to 8 marks]** for accurate and thorough description of two problems that cross-cultural researchers must take into account.

If only one relevant problem is described then a maximum of **[4 marks]** may be awarded.

(b) Consider how each of these *two* problems might be managed when conducting cross-cultural research. [12 marks]

Reference to the paper 2 markbands may assist in the awarding of marks.

Responses should focus on methodological procedures or considerations that help researchers to avoid the two problems described in part (a), diminish their effects, or account for them.

Hypothetical or generalized commentary should earn marks in the lowest band **[0 to 4 marks]**.

Award **[5 to 8 marks]** where the discussion is relevant yet not well focused or less thorough.

Essays in the **[9 to 12 marks]** range should thoroughly consider both, in an accurate, relevant and realistic manner.

A maximum of **[6 marks]** may be awarded if only one of the two problems described in part (a) is considered.

The psychology of dysfunctional behaviour

7. (a) Describe *one* empirical study related to dysfunctional behaviour. **[8 marks]**

In this case it is important that only one study is credited by examiners. The answer may include any quantitative or qualitative psychological research study. The research study may be a human or animal study as long as it is related to dysfunctional behaviour. Any psychological research study demonstrating a systematic investigation of a specific disorder, diagnostic system or outcome of therapies may be cited. There are many examples of research studies, the most likely ones to be chosen are the works of: Freud – Little Hans; Watson and Rayner – little Albert; Rosenhan, Seligman, Eysenck (1952), Sloane et al. (1975), Smith and Glass (1977), Shapiro (1980) – research on the effectiveness of therapies. No marks may be awarded for studies that are not relevant to the psychology of dysfunctional behaviour.

Award **[0 to 2 marks]** for a description of a relevant study lacking in accuracy.

Award **[3 to 5 marks]** for an accurate but limited description of a relevant study lacking in clarity. Description may be overly focused on procedural aspects of the study.

Award **[6 to 8 marks]** for an accurate, detailed description of a study related to dysfunctional behaviour.

- (b) Discuss methodological considerations that may affect the interpretation of findings from the empirical study described in part (a). [12 marks]**

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

Informed evaluation can include the following:

- references to issues of replication, reliability, cross-cultural applicability
- bias of professionals who report data,
- the problem of establishing suitable control groups,
- measurement of the outcome of treatment may present a problem because the concept of successful treatment is hard to define,
- the appropriateness of the research method to examine issues related to dysfunctional behaviour,

Methodological considerations addressed must be made relevant to the selected study.

Limited and vague accounts of methodological considerations should be awarded **[0 to 3 marks]**. Presentation of general accounts of methodological considerations with no explicit link to the study should earn marks in this range.

Award **[4 to 8 marks]** for answers that are structured but show a limited understanding of relevant methodological considerations and interpretation.

Award **[9 to 12 marks]** for answers that are relevant to methodological considerations and interpretation and present balanced evaluation.

A maximum of **[6 marks]** may be awarded if only one methodological consideration is discussed.

8. Examine ways in which *one* model or theory of dysfunctional behaviour contributes to an understanding of dysfunctional behaviour. **[20 marks]**

Refer to the paper 2 markbands when marking this question.

This question requires the candidate to consider the value of the model or theory for understanding dysfunctional behaviour. This means that the assumptions, strengths and limitations could be discussed along with possible ways of applying the theory. The discussion should be presented clearly and supported with evidence and sound knowledge. The candidate may discuss the relationship between aetiology and form of treatment.

A broad model or theory, for example a behavioural model may be chosen, or a narrower focus on a particular model or theory, such as operant conditioning, provided it is set within the context of dysfunctional behaviour, can be used to equally good effect.

Award **[0 to 7 marks]** for material that shows a limited level of knowledge. Responses may be purely descriptive and/or only partially related to dysfunctional behaviour.

Award **[8 to 13 marks]** for appropriate knowledge and some understanding and limited evaluation of the chosen model or theory of dysfunctional behaviour. Contributions of the model or theory are implicitly addressed.

Answers meriting marks in the higher bands **[14 to 20 marks]** should offer a fully supported argument taking into account strengths and weaknesses of the model or theory. Comparison of the model or theory with other models or theories explaining dysfunctional behaviour should be awarded credit. Contributions of the model or theory to the understanding of dysfunctional behaviour is explicitly addressed.

Award a maximum of **[10 marks]** for purely descriptive answers reflecting accurate knowledge of the model or theory.

9. (a) Identify and outline *one* classification system of dysfunctional behaviour. [6 marks]

The first part of the question requires candidates to choose only one classificatory system and briefly outline the major aspects of this classification system. This is a straightforward question requiring the demonstration of concise knowledge and understanding of one classificatory system. Most responses will present DSM-IV or ICD-10, although other systems might be offered for example CCMD-3 (Chinese Classification of Mental Disorders Version 3). Responses focusing on definitions of normality and abnormality without reference to a classification system should not earn credit.

Award **[1 to 2 marks]** if an appropriate classification system is identified. Outline is limited, often inaccurate and of marginal relevance.

Award **[3 to 4 marks]** if the outline of an appropriate classification system is limited, but accurate.

Award **[5 to 6 marks]** if the outline is accurate, relevant and logically structured.

(b) Discuss strengths and limitations of *one* classification system. [14 marks]

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

The classification system discussed in part (b) does not necessarily need to be the same one outlined in part (a).

Different limitations of the classification system can be discussed - validity, reliability, loss of information, practical issues, etc. Responses might include arguments concerning practical implications or issues of validity and reliability of the classificatory system. When discussing the problems of validity and reliability they may make references to appropriate research findings (for problems relating to reliability *e.g.* Philips & Draguns, 1971; Cooper et al, 1972; Kendell, 1975; Di Nardo, 1993; for problems relating to validity *e.g.* Manninger et al.).

Responses might also discuss ethical implications related to the issue: whether diagnosis should be made given the difficulties of classification. Also, consequences of classification (treatment, institutionalization, labelling, and legal consequences) may be discussed.

This question asks the candidate to take a balanced approach. Strengths of a classification system for dysfunctional behaviour may be the provision of distinct categories, indicators and nomenclature for different patterns of behaviour, thought process and emotional disturbance. So an answer that recognizes that although many limitations exist, it is still necessary to use a classification system, will attract credit.

Low range responses [**0 to 4 marks**] may display rudimentary, stereotypical understanding of the strengths and limitations of the classification system.

Mid level responses [**5 to 9 marks**] may be imbalanced or overly descriptive of research.

Higher band responses [**10 to 14 marks**] will be characterised by a balanced discussion, supported by research, and may include ethical, methodological or cultural considerations.

If only strengths or limitations are discussed a maximum of up to [**7 marks**] may be awarded.

Markband

- 0** If the answer does not achieve the standard described in mark band 1-3, a mark of 0 should be recorded.
- 1-2** 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.
- 3-4** 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.
- 5-7** 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.
- 8-9** 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.
- 10-11** 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.
- 12-14** 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.

Health Psychology**10. Examine ways in which disordered patterns of eating may arise.*****[20 marks]***

Refer to the paper 2 markbands when marking this question.

The phrase “disordered patterns of eating” may refer to under-eating and/or overeating.

The command term “examine” requires that the essay approaches the question in a critical and detailed way that uncovers the assumptions and interrelationships of the issue. If work is presented that simply describes rather than examines causes of disordered patterns of eating it should receive a maximum of ***[10 marks]***. What is more relevant is to examine studies or theories that claim to explain the reasons for such disorders. These studies may be psychological or physiological, or a combination of the two.

Note that the question does not ask for cures or treatment and no marks should be awarded for such content, unless a well argued case shows that the treatment can add to the disordered pattern. Any relevant eating disorder pattern may be acceptable for this question and writing that discusses relevant cultural or gender differences should be awarded credit.

Examiners should watch for superficial answers which are likely to be uninformed about the complex underlying phenomena for the disorder. For example answers that rely solely on claims about appearance are likely to be awarded few marks ***[0 to 7 marks]***. Responses presenting general descriptive accounts of disordered patterns of eating should earn marks in this band.

Answers that are somewhat limited in their examination but accurate in their descriptions of causes of disordered patterns of eating should be awarded mid-range marks ***[8 to 13 marks]***.

In-depth answers supported by evidence and sound examination should obtain high marks ***[14 to 20 marks]***.

11. To what extent is the use of placebos justified?

[20 marks]

Refer to the paper 2 markbands when marking this question.

People who study health psychology will be familiar with the normal use of placebos and may accept the positivistic ideas that are behind its application, particularly in the world of medical research.

It can be argued that the use of placebos should come with a health warning, since testing at an early stage may endanger the people taking the treatment. On the other hand if the treatment works, those who have had the placebo, may be placed in danger, or at least be at risk. Essays should show awareness of the advantages and disadvantages of placebo procedures, especially where long term effects are concerned. Profound ethical issues are involved. The use of disadvantaged groups of people, e.g. prisoners, the very poor and disadvantaged, is abhorrent and should also be criticised.

There should be some attempt to look at both sides of the use of placebos - advantages and disadvantages, but examiners should not strain in seeking for absolute balance in this context.

Answers that merely describe standard placebo use should be limited to **[0 to 7 marks]**.

Responses that use some relevant evidence together with limited argument about the extent to which the use of placebos is justified may earn **[8 to 13 marks]**.

As increasing depth of knowledge and understanding is advanced so marks should increase to **[14 to 20 marks]**.

12. (a) Describe *two* studies that have investigated psychological aspects of stress. [10 marks]

Reference to the paper 2 markbands may assist with the awarding of marks.

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

[0 to 3 marks] should be awarded for work that contains quite limited material.

Mid range marks **[4 to 6 marks]** should be awarded for work that offers only one study, or is of limited detail.

Where the description is relevant, informed and detailed then high marks **[7 to 10 marks]** should be awarded.

(b) Evaluate *one* means of coping with stress related to psychological aspects. [10 marks]

Reference to the paper 2 markbands may assist with the awarding of marks.

It is in this part that writing needs to involve evaluation, but in this case it should relate to coping with stress rather than evaluation of studies of psychological aspects of stress. It is reasonable for physiological coping strategies to be offered as well as psychological approaches. For example different forms of physical exercise may well help in coping with forms of stress, or certain drugs may be offered in order to affect specific sites in the brain.

Where the coping strategy is simply described but no evaluation is offered award **[0 to 3 marks]**.

Award **[4 to 6 marks]** for a limited evaluation of a relevant means of coping with stress.

Award **[7 to 10 marks]** where one coping strategy is offered together with informed, relevant, and balanced evaluation, used in an effective manner.

Lifespan Psychology

13. “Social development continues throughout the lifespan”. Use empirical studies to discuss this statement. *[20 marks]*

Refer to the paper 2 markbands when marking this question.

The term ‘discuss’ requires balanced consideration of how individuals relate to each other socially throughout the life span. A major aspect of our social development in childhood and adolescence is our perception of ourselves - our psychosocial identity. Many views of the development of psychosocial identity assume that individuals go through the same experience. Their assumption is ethnocentric, and looks at the issue from a primarily Western, individualistic perspective. Triandis and other researchers make an important distinction between collectivistic and individualistic societies. The cultural context continues to have an impact on social behaviour throughout the lifespan. Discussion focusing on other types of development, such as moral or cognitive, should not earn marks.

Low-band responses *[0 to 7 marks]* may show limited understanding of the concept of social development over the lifespan but some understanding of the concept of social change. Responses that do not explicitly include empirical studies should be awarded marks in this band.

Mid-band responses *[8 to 13 marks]* will show some understanding of the development of social behaviour, but may lack a balanced view, or fail to develop a clear discussion. Some empirical evidence and examples should be presented. Mid band responses may also concentrate on social development during a limited period of life, for example childhood and adolescence, rather than considering the entire lifespan.

Top-band responses *[14 to 20 marks]* will demonstrate a clear understanding of the social development of the individual, throughout the lifespan. Answers will be well-balanced and make use of relevant empirical studies.

- 14. Discuss the importance of early attachment in human infants for later social and emotional development. [20 marks]**

Refer to the paper 2 markbands when marking this question.

Attachment in infancy may be discussed with the help of, for example, Schaffer and Emerson's stages of development or a social constructionist viewpoint. A reason for attachment in infancy should also be advanced, eg. attachment ensures closeness of the infant to the caregiver upon whom the infant relies for food and protection, or that attachment provides the basis for later emotional involvement.

Attachment theory is based on the work of Bowlby and Ainsworth and has been a very influential perspective on child development, especially in the western world. It suggests that a secure attachment formed with a primary care-giver in infancy greatly advantages the child in later development. However, it does neglect the importance of infant temperament, and has proved difficult to apply cross-culturally. Nonetheless, attachment theory has been very useful in understanding the relationship between early experience and later development. Several studies have been carried out by Hazan and Shaver which indicated that securely attached infants had less difficulty forming adult relationships than insecurely attached infants, and also that attachment-type altered relationships in work environments.

Responses may demonstrate a clear awareness of the fact that attachment-type is just one of several influences on development, and that some researchers may have underestimated the impact of other factors. Cross-cultural studies may provide an important challenge to the view that attachment is a universal concept.

Low-band responses **[0 to 7 marks]** may show some awareness of limited aspects of social and/or emotional development, but may not demonstrate much theoretical knowledge. There may be some reference to research, but this may not be clearly used to support their argument. There is limited understanding of how early attachment affects later social and emotional development.

Mid-band responses **[8 to 13 marks]** may address the question and show an understanding of the theoretical approaches to attachment theory, but may lack the necessary depth of understanding, or fail to develop a clear argument. There may be some attempt to evaluate the evidence, but this may not be fully developed or may be imbalanced.

Top-band responses **[14 to 20 marks]** should demonstrate a clear understanding of relevant research on attachment, and develop an argument that presents the evidence of how this early attachment affects later social and emotional development.

Responses that refer only to either social or emotional development may be awarded up to a maximum of **[10 marks]**.

15. Describe and evaluate *two* theories of the development of gender identity. [20 marks]

Refer to the paper 2 markbands when awarding marks.

Ideas of how gender identity develops still result in much debate over the relative influences of nature and nurture. Biological theories emphasise the differences in terms of physical factors - or the innate nature of the child. In contrast, cognitive-developmental and social-learning theories emphasise the importance of nurture, suggesting that gender identity is acquired as a result of the environment. Psychodynamic theories acknowledge the influence of both nature and nurture.

The task of evaluation may be made easier by choosing different approaches *e.g.* the biological approach which emphasises hormonal and neurological differences, and a cognitive-developmental theory such as gender-schema theory, which emphasises the importance of the environment, as the child seeks out information to help form his/her gender identity.

Lower-band responses [**0-7 marks**] may have limited knowledge of the of theories, but be somewhat limited in their description, and may include inaccuracies.

Middle-band responses [**8-13 marks**] may typically be able to describe two approaches to gender identity quite well, but lack depth in evaluation and analysis.

Top-band [**14-20 marks**] responses should clearly describe two theories and in their evaluation should clearly weigh the nature of the psychological evidence available for each of the chosen theories and be able to identify and discuss the convincing aspects of the argument.

If only one theory is described and evaluated then a maximum of [**10 marks**] can be awarded. If two theories are described, but there is no evaluative comment, then a maximum of [**10 marks**] can be awarded. Discussion of theories of gender role should not earn credit.

Psychodynamic Psychology

16. Discuss how gender considerations may affect the interpretation of behaviour in Freudian psychoanalytic theory. *[20 marks]*

Refer to the paper 2 markbands when marking this question.

Gender considerations encompass gender bias and explanation of gender differences. Either or both interpretations of the question are acceptable.

Relevant content may include reference to the Oedipus complex: according to Freud, it is a simpler process for a girl than for a boy. Responses may also discuss the fact that Freud placed more emphasis on pre-Oedipal factors in a girl's development than he did in writing about boys. However, Freud and psychodynamic psychology are not synonymous: psychoanalytic theorists following Freud have disputed, altered or discarded his psychology of female and male development. For instance, the early feminist analyst Karen Horney does not agree with Freud's belief that women are motivated by penis envy; she argues that men are motivated by womb envy, that they envy women for their ability to give birth. She examines the problem of becoming and being a woman in a heavily patriarchal environment. Similarly, Chodorow rejects Freud's theory that it is because a girl finds she has no penis that she turns to her father: the reason for her turning to her father is that he is the most available person who can help her to get away from the mother. She also argues that during and after the Oedipal period, little girls establish identity in relation to their mothers and little boys in opposition to their mothers, producing divergent developmental pathways for women and men respectively.

Lower mark band answers *[0 to 7 marks]* may discuss the Freudian psychoanalytic theory with limited reference to gender considerations.

Middle band answers *[8 to 13 marks]* may be overly descriptive of gender considerations in Freudian psychoanalytic theory with very limited evaluation of how these considerations may affect the interpretation of behaviour.

Higher band responses *[14 to 20 marks]* should be balanced in approach by containing not only Freudian gender considerations but also an evaluation of his biased approach, this might include discussion of alternative psychodynamic views, empirical evidence or other perspectives.

A maximum of up to *[3 marks]* may be awarded for responses discussing only Freudian psychoanalytic theory with no reference to gender considerations.

17. To what extent have historical and cultural conditions affected the development of psychodynamic psychology? [20 marks]

Refer to the paper 2 markbands when marking this question.

‘Development’ could be reasonably interpreted by candidates to refer to the origin or the growth (and decline) of psychodynamic psychology. There is no need for candidates to distinguish between historical and cultural conditions as the two are intertwined and frequently inseparable.

There were many diverse influences on Freud’s thinking. For instance, he was influenced by Darwin’s concept of evolution, Fechner’s works on the notion of threshold, Helmholtz’s mechanistic orientation, Mesmer’s and Charcot’s works on hypnotic phenomena. Moreover, many of Freud’s ideas had been anticipated. For instance, ideas about the unconscious were very much a part of the intellectual climate of the 1880s in Europe. Interest in sexual matters was visible in everyday Viennese life as well as in the scientific literature: 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 20th 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. Young analysts such as Fromm, Adler, Horney, Klein, Erikson and Hartman, drifted away from orthodox psychoanalysis and began to reshape Freudian theory along the lines of the social sciences.

Lower mark band answers **[0 to 7 marks]** may demonstrate limited understanding relevant to the question. Responses in this markband may simply describe historical and/or cultural conditions but not relate them to psychodynamic psychology.

Middle band answers **[8 to 13 marks]** may present a limited review of these conditions or may ignore post-Freudian theories. The command term “to what extent...” may not be addressed.

Higher band responses **[14 to 20 marks]** should discuss a range of conditions that had an impact on the origin and/or development of psychodynamic psychology, including the extent of the impact. These responses should provide an account of psychodynamic psychology beyond that of Freud.

18. Describe and evaluate *one* neo-Freudian theory.**[20 marks]**

Refer to the paper 2 markbands when marking this question.

The psychology guide lists “collective unconscious”, “psychosocial development” and “object relations theory”, but a considerable number of theories could be described and evaluated and interpretations of the term ‘neo-freudian’ should be treated generously.

For example relevant content may include reference to Erikson’s emphasis on conscious shapers of behaviour such as interpersonal relationships, social opportunities and ideology. According to Erikson, at each stage, a person’s life must be understood on three different but interrelated levels: body, ego, family, and society. Adler, on the other hand, emphasizes the notion of inferiority and subsequent attempts at compensation. He proposes that a generalized feeling of inferiority leads to attempts at overcoming the perceived weakness. This process is motivated by a universal drive called *striving for superiority*. Everyone demonstrates this striving in different ways and develops a unique mode of responding called a *style of life*.

Answers should offer a balanced discussion of both limitations and strengths of the theory presented.

Many studies, for example, have been conducted on Erikson’s concept of ego identity; in general, they support his theory. There is also a great deal of research support for the childhood stages of psychosocial development. However, Erikson made his most important contribution by considering the individual in the context of family and society and by identifying the essential concerns of adulthood. On the other hand, research suggests that his sequence of stages is far from universal; for instance, an identity crisis is not limited to adolescence. Moreover, Erikson omitted women from his original work and when they were later studied, they seemed to present a different sequence of the adulthood stages: his understanding of women’s behaviour appears weak.

Adler’s emphasis on social interactions and self-esteem has influenced many psychodynamic theorists such as Horney and Fromm and also humanistic theorists such as Rogers and Maslow. In addition, his concepts of *inferiority complex* and *style of life* are insightful and shrewd. However, many psychologists claim that his theories are superficial and rely on commonsense observations from everyday life.

Low mark band responses **[0 to 7 marks]** may provide limited yet purely descriptive accounts of one relevant neo-Freudian theory.

Middle band responses **[8 to 13 marks]** are likely to be characterised by sound description but limited or imbalanced evaluation of one relevant theory.

Higher band responses **[14 to 20 marks]** should describe one relevant theory clearly, accurately and in detail and discuss the strengths as well as the limitations of the theory. Evaluation may also take the form of relative comparison.

Social Psychology

19. To what extent do research findings about conformity allow predictions to be made about individual behaviour? *[20 marks]*

Refer to the paper 2 markbands when marking this question.

Conformity may be defined as a tendency for people to adopt the behaviour, attitudes and values of other members of a reference group (Zimbardo et al, 1995). While a variety of research studies have been conducted to research conformity, sometimes alongside of other psychological concepts, discussion must be clearly focused on the aspect of conformity to earn marks.

Findings (*e.g.* Asch, Punetha, Giles & Young, Doi - Japanese child rearing) explained then evaluated through, for example:

- attempts to replicate original findings;
- cultural variations in conformity;
- ethical considerations in research;
- ecological validity of studies;
- sampling bias and therefore generalizability issues;
- applications of conformity research.

Low band *[0 to 7 marks]*: responses may provide limited, descriptive accounts of relevant research without addressing how the findings allow predictions to be made about individual behaviour.

Mid band *[8 to 13 marks]*: relevant knowledge of research findings is presented and accompanied by some attempt to address the command phrase “to what extent”.

Top band *[14 to 20 marks]*: responses provide a clearly reasoned and balanced argument as to how the research findings cited allow predictions to be made about individual behaviour.

Responses not focused on conformity should receive no marks.

- 20. Describe and evaluate *two* research methodologies (e.g. experiments, observation, interviews) used in social psychological studies. [20 marks]**

Refer to the paper 2 markbands when marking this question.

There are many examples of research methods used in social psychology. These may include, but are not limited to:

- field experiments
- experiments in a controlled environment
- participant observation
- simulations

The responses should clearly indicate how the selected research methodologies have been used in social psychological studies.

Evaluative points may include discussion of ethical considerations, ecological validity, cultural considerations, the use of deception, *etc.* Additionally evaluation may take the form of comparative analysis of research methodologies.

Low band [**0-7 marks**]: general or limited description of research methodologies is provided. Research methodologies have limited relevance to social psychology.

Mid band [**8-13 marks**]: although response focused on research methodologies relevant to social psychology, it is more descriptive than evaluative.

Award up to [**10 marks**] if only one relevant research methodology is addressed.

Top band [**14-20 marks**]: clear and accurate description of two research methodologies explicitly related to social psychology. Evaluation is balanced and relevant. Examples of research studies may be provided.

21. (a) Describe *one* theory related to discrimination. [8 marks]

This question is specifically focused on discrimination which is generally defined as the behavioural manifestation of a prejudiced attitude. Therefore responses must focus on behaviour rather than the underlying attitude. Responses may include the view of discrimination as negative behaviour or as positive behaviour.

Examples of relevant theory may include, social learning theory, minimal group theory or scapegoating theory, among others.

Award *[1 to 3 marks]* for a limited description of a relevant theory lacking in accuracy.

Award *[4 to 6 marks]* for an accurate but less detailed description of a relevant theory.

Award *[7 to 8 marks]* for an accurate, detailed description of a theory related to discrimination.

(b) Evaluate *one* theory related to discrimination making reference to empirical research findings. This theory could be the one described in part (a) or a different theory. [12 marks]

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

The theory evaluated in part (b) does not need to be the one described in part (a) however it must be relevant to discrimination in order to earn marks.

Award a maximum of *[6 marks]* if only strengths or limitations are considered.

Markband

- 0** If the answer does not achieve the standard described in mark band 1-2, a mark of 0 should be recorded.
- 1-2** 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.
- 3-4** 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.
- 5-6** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive.
- 7-8** 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.
- 9-10** 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.
- 11-12** 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.
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