



MARKSCHEME

May 2007

PSYCHOLOGY

Higher and Standard Level

Paper 2

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Comparative psychology

1. **Analyse the predictive accuracy of studies of non-human animals when applied to the individual behaviour of humans.** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

Studies should be selected with some care since they need to be applied to human behaviour. It is likely that learning would be a useful example as the parallels of conditioning techniques and learning between humans and animals show some similarities, but are by no means exactly the same. Cognitive examples may also be used, whilst courtship, hetero and homosexual behaviour, or parenting behaviour each present some opportunities for predictions to be made. The focus is on an analysis of the predictive accuracy.

High marks **[14 to 20 marks]** should be awarded for a clear and relevant choice of studies and/or theories. Plurality of studies is required. Marks should be adjusted proportionately for breadth against depth answers – analysis of two studies in detail may gain equal marks to analysis of more studies in less detail. The examples selected should be relevant and a clear analysis of their predictive accuracy should be made.

Award **[8 to 13 marks]** for responses that are mainly descriptive. The requirement to “analyse the predictive accuracy” may be superficially addressed.

Award **[0 to 7 marks]** for responses characterized by presentation of studies of marginal relevance or in limited detail or containing inaccuracies.

If only one study or one theory is used then up to a maximum of **[10 marks]** should be awarded.

A descriptive list of examples of research on animal behaviour is not sufficient in itself and should not be awarded more than a maximum of **[10 marks]**.

2. **Describe and evaluate *two* research methodologies (e.g. observation, experiments) that have been used in comparative psychology.** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

The two examples provided in the question should hopefully prevent candidates from giving material that is not relevant to research methods. The experimental method should be well known but it needs to be presented as an explicit application to non-human animals, although the findings and method may be subsequently applied to humans. Evaluation of the experimental method should be provided especially in its lack of validity to animals in the wild and to its questionable use with other species, including humans.

Observation can also take place in both natural and artificial environments. It should be recognised that the mere presence of observers can have an effect upon the animals being observed and that what is recorded on paper is a selection made by the researcher. The observation is also a snapshot fixed in time and frequently subjected to an interpretation that is made by the researcher and not necessarily an accurate report of what is actually happening. There are many examples available of such errors.

High marks **[14 to 20 marks]** should be awarded for clear description of the two chosen methodologies, (e.g. experiment, observation, or other relevant methods). These should be subjected to evaluation that illustrates a balance of strengths and limitations of the methodologies employed.

Award **[8 to 13 marks]** for responses characterised by detailed description and limited evaluation of relevant research methods.

Award **[0 to 7 marks]** for responses characterised by limited description of two relevant methodologies. The descriptions may also include inaccuracies.

Award up to a maximum of **[10 marks]** where only one relevant research methodology is described and evaluated.

Answers that contain no evaluation should receive up to a maximum of **[10 marks]**.

Description of research studies with no explicit reference to research methodology may be awarded up to a maximum of **[5 marks]**.

3. (a) **Describe *two* empirical studies related to altruism in non-human animals.** [10 marks]

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

Candidates should indicate why the behaviour that they describe is regarded as altruism. Their examples and descriptions are likely to focus on insect groups where the same genes are present in each member of the family group, *e.g.* honeybees. In these cases candidates should show their awareness of the concept of apparent altruism, since the animals are engaged in the survival of their shared genes rather than the individual animal. They may also offer similar descriptions of other animals such as vampire bats where there appears to be a more developed form of altruism (*i.e.* delayed reciprocal altruism).

High marks [7 to 10 marks] should be awarded where relevant studies are given along with detailed description of the behaviour involved.

Middle range marks [4 to 6 marks] should be awarded where a limited range and quality of relevant information is provided.

Lower marks [0 to 3 marks] should be given where weak information and low quality material is presented.

Award up to a maximum of [5 marks] where only one relevant study is described.

(b) **Evaluate empirical studies related to altruism in non-human animals.** [10 marks]

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

It may be that the same two examples described in part (a) are subjected to evaluation in this part of the question but different or additional studies may be evaluated. Altruism is usually performed amongst animals that share identical genes or those that are closely related. Candidates should explain the possible reasoning behind these observations, and why there are some differences in behaviour in these cases. There are also examples where the genes between helping animals are not closely shared, *e.g.* dolphins and humans.

High marks [7 to 10 marks] should be awarded where relevant evaluation is given along with reasons for the altruistic behaviour involved.

Middle range marks [4 to 6 marks] should be scored when a limited range and quality of relevant evaluative comment is provided.

Lower marks [0 to 3 marks] should be given where weak evaluative comment and low quality material is presented.

Award up to a maximum of [5 marks] where only one relevant study is evaluated.

Cultural psychology

4. (a) Identify and describe *two* culturally universal behaviours. [8 marks]

Studies of evolutionary qualities of partner selection (Buss, et al.), gender stereotypes (Williams and Best), display of emotions (Matsumoto, Friesen, Gudykunst) are among some of the possible appropriate universal behaviours that may be discussed in responses to this question.

For each of the two required universal behaviours award **[1 mark]** for accurate identification and **[0 to 3 marks]** for description of the behaviour.

Award **[3 marks]** for a clear, detailed and accurate description of the behaviour.

Award **[2 marks]** for a less detailed description of the behaviour.

Award **[1 mark]** for a limited description of the behaviour lacking in clarity.

Anecdotal or generalised comments or assumptions of universal behaviours without support should be awarded **[0 marks]**.

(b) Discuss how *two* culturally universal behaviours affect the interpretation of behaviour in cultural psychology. [12 marks]

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

The two culturally universal behaviours discussed for this part of the question need not be the same as those identified in part (a). Two of the most well known effects of knowledge of universal behaviours may include improved communication and facilitation of interaction across cultures.

Award marks in the **[9 to 12 marks]** range where responses include explicit discussion of relevant effects. Responses in this range might also make a comparison with culturally specific behaviours in contrast to illustrate the effect of interpreting behaviours across cultures. However extensive discussion of culturally specific behaviours should not receive more than **[4 marks]**, as it is not the focus of this question.

Award **[5 to 8 marks]** for mainly descriptive responses, only implicitly addressing the “effect on the interpretation of behaviour” aspect of the question.

Award **[1 to 4 marks]** for limited discussion, or discussion lacking in clarity or accuracy.

Markband

- 11 to 12** The demands of the question are addressed effectively in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding and in-depth analysis. Evaluation is balanced and well developed.
- 9 to 10** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the options. The answer contains appropriate analysis, but there may be minor omissions. Evaluation is clear and applied appropriately.
- 7 to 8** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed.
- 5 to 6** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive.
- 3 to 4** There is an attempt to structure the answer but it is not sustained throughout the answer. Although there is an attempt to answer the question, knowledge and understanding of the options is limited, often inaccurate and of marginal relevance to the question.
- 1 to 2** There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the options. The answer consists of no more than a few relevant facts.
- 0** If the answer does not achieve the standard described in mark band 1 to 2, a mark of 0 should be recorded.

5. Describe and evaluate applications of research findings in cultural psychology. [20 marks]

Refer to the markbands for paper 2 when marking this question.

Research applications might include intercultural communication training, coping with culture shock, awareness, or abnormality. The use of examples may be from published studies or applications or the candidate may create their own appropriate application as long as they are justified and relevant.

Evaluation should be balanced in the highest scoring responses [**14 to 20 marks**] by providing both positive and negative aspects of the application or by relative comparison with other applications. Responses in this range may also illustrate where research findings have been either successfully or unsuccessfully applied (*e.g.* attempts to lessen culture shock, international business communications, *etc.*).

Award [**8 to 13 marks**] for mainly descriptive answers with limited evaluation.

Award [**0 to 7 marks**] for responses offering limited description of relevant applications without reference to the research findings in cultural psychology on which they are based.

Award up to a maximum of [**10 marks**] for responses describing and evaluating only one application of research findings in cultural psychology.

6. Examine the findings of *two* empirical studies of communication from cultural psychology. *[20 marks]*

Refer to the markbands for paper 2 when marking this question.

Communication may be interpreted as either verbal or non-verbal. Appropriate research may include the impact of the physical environment on verbal communication (Munroe, Munroe & Winters), high context and low context communication (Hall), direct/indirect communication (Yeung, Levin, Miller) or self-disclosure (Won-Doornink), among others.

Highest scoring responses *[14 to 20 marks]* will not only describe two appropriate studies but also take a considered approach by offering evaluative commentary of the findings of the studies as well. It would be appropriate for responses to discuss two studies into the same topic of communication (such as body odour or self-disclosure) or candidates may consider two studies each being on a different topic.

Award *[8 to 13 marks]* for responses characterised by sound description but limited analysis

Award *[0 to 7 marks]* for responses characterised by limited description.

Up to a maximum of *[10 marks]* may be awarded where only one study is examined.

Basic description of two appropriate studies without proper examination may be awarded up to a maximum of *[10 marks]*.

The psychology of dysfunctional behaviour

7. Compare and contrast *two* approaches to the treatment of *one* specific type of dysfunctional behaviour. [20 marks]

Refer to the markbands for paper 2 when marking this question.

This question requires candidates to compare and contrast (*i.e.*, discuss similarities and differences between) two approaches to treatment or therapy that may be based on the biological, cognitive, learning, or other perspectives. Expect a range of different treatments or therapies to be compared in responses to this question. Candidates should choose one dysfunctional behaviour for which the chosen approaches to treatment are suitable. Examples may include schizophrenic, depressive disorders, anxiety disorders or more specific disorders within these larger groups (*e.g.*, unipolar depression or agoraphobia), but other dysfunctional behaviours are equally acceptable. The dysfunctional behaviour should be identified as well as the two approaches to its treatment.

To achieve high marks [*14 to 20 marks*] answers should provide an accurate and well organized account of both of the therapies, and provide similarities and differences between the two approaches to treatment in a competent and thorough way. For example, candidates could compare the appropriateness and effectiveness of therapies or treatments. They may also discuss, for example, how the therapies would be evaluated differently in the light of ethical guidelines. Also, gender, cultural and practical factors might be addressed. Evaluative comments should be substantiated with appropriate supporting/challenging empirical evidence or theoretical knowledge.

Mid band responses [*8 to 13 marks*] may provide overly descriptive knowledge and understanding of relevant approaches to treatment. Comparison is implicit rather than explicit. Responses comparing two approaches to treatment in general without relating them to one specific dysfunctional behaviour should earn marks in this range.

Low range responses [*0 to 7 marks*] provide descriptive content of treatments lacking precision and superficial understanding of the presented approaches to treatment. These answers are likely to become repetitive in their responses. Responses focusing on general models or theories of dysfunctional behaviour rather than approaches to treatment should earn marks in this range. Descriptive accounts of dysfunctional behaviour no matter how detailed without reference to relevant approaches to treatment may earn up to [*5 marks*].

Up to a maximum of [*10 marks*] should be awarded if either similarities or differences are described.

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

Many answers are likely to offer the work of Freud, Watson & Rayner, Rosenhan, Okman et al., Seligman, Petersen & Seligman, Brown & Harris, Rosenthal – the Genain quadruplets (1963), Eysenck (1952), Smith and assoc. (1980). All of these studies, as well as many others can be given as appropriate answers as long as they are relevant for the psychology of dysfunctional behaviour.

Award [6 to 8 marks] for a detailed and accurate description of the main features of an appropriate empirical study.

Award [3 to 5 marks] where the description of the main features of an appropriate empirical study is relevant but lacks detail and precision. Omissions may be evident.

Award [0 to 2 marks] where the description of the main features of an appropriate empirical study is limited or inaccurate.

No marks should be awarded for responses that describe theory or models and fail to include an appropriate empirical study from the psychology of dysfunctional behaviour.

- (b) Explain how cultural considerations may affect the findings of studies related to the psychology of dysfunctional behaviour. [12 marks]

The question requires an explanation of how the findings of studies related to dysfunctional psychology, for example those investigating the effectiveness of a therapy, the consistency of diagnosis, the etiology of a disorder, may be impacted by cultural considerations.

Specific examples may include research on depression, eating disorders and other culture bound syndromes, or the relative receptiveness to the use of drug therapy.

For high marks [9 to 12 marks] expect a well-illustrated response clearly explaining the effect cultural considerations may have on the findings of studies related to the psychology of dysfunctional behaviour.

Mid range responses [5 to 8 marks] are likely to provide detailed description of relevant cultural considerations without explaining their impact on the findings of studies.

Low mark responses [0 to 4 marks] are likely to provide general, partially relevant statements about cultural factors that might affect the findings of studies related to the psychology of dysfunctional behaviour.

9. Examine controversies related to concepts of normality and abnormality. [20 marks]

Refer to the markbands for paper 2 when marking this question.

Normality and abnormality may be said to be elusive concepts and there are discrepant views regarding its existence and nature. These concepts present a broad framework based on theoretical principles or standards for evaluating normal and abnormal behaviour. The use of these concepts tends to reflect prevailing cultural values, social trends and political forces as well as scientific knowledge.

Popular conceptions of normality and abnormality may include the following: the mental health criterion, abnormality as personal distress, the statistical criterion, abnormality as mental illness, etc. Also, the psychoanalytic, learning, cognitive and/or humanistic notion of the concept of abnormality may be discussed.

Many uncertainties remain about how to best define dysfunctional behaviour in terms of abnormality. All definitions are helpful, but none on its own is sufficient as a holistic definition of abnormality. There is a tendency to rely on broader definitions of normality and abnormality in combination with diagnostic tools to understand dysfunctional behaviour. Different definitions of the concept of abnormality carry different implications, and there is no consensus on a “best definition”.

Candidates may refer to some research findings, *e.g.*: Cochraine (1983) – research about the effects of gender coping strategies on mental health; research on social class differences in defining abnormality; ethnic differences in determining abnormality due to diagnostic bias or error. Responses may include some appropriate discussion of classification systems or diagnostic tools, however the focus of the response should be on the controversies related to the concepts of normality and abnormality rather than the diagnostic tools or classificatory systems.

Higher band responses [*14 to 20 marks*] are expected to construct a clear argument about controversies related to the concepts of normality and abnormality that are supported by psychological research.

Mid band responses [*8 to 13 marks*] may have a good understanding of the concepts of normality and abnormality but fail to develop an explicit argument on how the concepts are controversial.

Low-range responses [*0 to 7 marks*] display only rudimentary, descriptive understanding of the concepts of normality and abnormality. The requirement of the question to examine controversies is not addressed. Responses that only describe definitions or models of normality and abnormality, no matter how detailed, would earn marks in this range.

Health psychology

- 10. Explain how cultural considerations can affect the interpretation of behaviour in health psychology. [20 marks]**

Refer to the markbands for paper 2 when marking this question.

Given the way in which members of one culture can migrate rapidly to another there are relatively few geographical locations in the world where the subject matter of this question have not been realised. Candidates should indicate that there do apparently remain large proportions of populations, particularly in developing countries, whose cultures are only imperfectly understood by the developed world who seek to help them in health related behaviour. Despite well-intended government attempts to control population explosions the population continues to expand, the AIDS epidemic continues to grow, various strains of influenza or other diseases spread as a result of the apparent inability of people in one culture to understand what another culture is doing. These are global issues but candidates may also choose to address more personal interpretations of health, particularly those of mental health, or childbirth practices, or the use of local medicines and claimed cures for specific illnesses.

High marks [*14 to 20 marks*] should be awarded for the use of examples of relevant cultural considerations that are applied to health psychology. Theories and studies provided should be described in enough detail to allow the effects of cultural considerations to be explained. The cultural elements explained need not necessarily be across the contemporary world, it may also be across history or it may also involve cultures within the same country.

Award [*8 to 13 marks*] for detailed descriptions of cultural considerations in health psychology that do not go on to explain the effect these have on interpretation of behaviour to a significant extent.

Low marks [*0 to 7 marks*] should be awarded for identification of some cultural considerations in health psychology. Considerations of interpretation may just be discernible or even omitted in weakest cases.

Award up to a maximum of [*10 marks*] where only one relevant cultural consideration is addressed.

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

Refer to the markbands for paper 2 when marking this question.

This will probably be a popular question in this section and examiners should not be surprised to receive answers from candidates who have not prepared this area of the syllabus. However the question is focused on empirical studies and anecdotal evidence should receive no credit. Substance use is most likely to occur under medical authority, whilst misuse is associated with recreational or criminal ways of taking drugs.

High marks [**14 to 20 marks**] should be awarded for description of empirical studies of substance use and misuse, there must be at least one study dealing with use and at least one dealing with misuse, or more than one study dealing with both use and misuse. There must also be relevant evaluation of the studies and this may often involve criticism of the methodology, sampling or cultural differences.

Award [**8 to 13 marks**] for responses that are predominantly descriptive, having limited evaluative content.

Low marks [**0 to 7 marks**] should be awarded for responses characterised by limited descriptive content.

Both substance use and misuse should be considered so that candidates who deal with only one of these should be limited to up to a maximum of [**10 marks**].

Evaluation of the studies is also required and where this has been omitted up to a maximum of [**10 marks**] may be awarded.

- 12. Examine ways in which physical and mental health may be interrelated when coping with stress.** **[20 marks]**

Refer to the markbands for paper 2 when marking this question.

Coping with stress may include a fairly wide range of strategies but in order to be awarded marks these should show the interrelationship of physical and mental aspects of health. The syllabus mentions biofeedback, physical activity and cognitive techniques as potential strategies in coping with stress. Whilst these may be described candidates will still need to be explicit about the ways they interrelate. It is perfectly acceptable for candidates to offer knowledge of physiological mechanisms and chemicals promoted by exercise that may help in healthy cognitive development.

High marks **[14 to 20 marks]** should be awarded for relevant examples of physical and mental health, but these must be in a form that shows their interrelationship. There must also be relevant evaluation of the studies and this may often involve criticism of methodological, ethical or cultural considerations.

Award **[8 to 13 marks]** for responses including detailed description of ways in which physical and mental health are interrelated, but do not examine the material presented.

Low marks **[0 to 7 marks]** should be awarded for responses characterized by limited descriptive content. The interrelationship between physical and mental health is not addressed.

Lifespan psychology

- 13. Discuss theories or empirical studies related to socialization throughout the lifespan. [20 marks]**

Refer to the markbands for paper 2 when marking this question.

Socialization is the gradual establishment of a relationship with other individuals and groups, the gradual development of behaviours and attitudes that enable the individual to function as a member of society. Relevant answers may refer to general psychological theories on socialization such as psychodynamic, cognitive and social learning approaches and to many research studies that investigate this issue.

Most of the types of behaviour required for life with other people begin to develop during the early childhood years. By the time s/he enters school, the child is usually well enough socialized to participate in group activities. The family is the basic source of social behaviour and social attitudes and has a powerful influence on crucial social roles such as the child's gender role and his role as a contributing member of a group. When a child enters school he also enters the "gang age" during which social consciousness and social behaviour develop rapidly.

Although the family continues to exert an influence, it is gradually supplemented and largely replaced by the peer group. During the adolescence period, peers contribute to social development in many ways. They give the adolescent a sense of security in the first important venture into social life, they arouse a sense of loyalty to a group and they challenge the adolescent to make his/her own way in society without protection and supervision from adults. In adulthood, social role learning is usually more conscious and deliberate than in childhood and adolescence.

Award **[14 to 20 marks]** for responses that provide a balanced discussion of two or more theories or studies related to socialization encompassing the entire lifespan.

Middle band answers **[8 to 13 marks]** may lack balance and be overly centred on childhood. Responses that describe two or more theories or studies in some detail but present a limited evaluation of them should also be awarded marks in this range.

Lower band answers **[0 to 7 marks]** may present a limited knowledge of the phenomenon of socialization.

Award up to a maximum of **[10 marks]** where only one relevant theory or study is discussed.

14. **“Adolescence is probably the most controversial of all periods of human development.”**

Compare and contrast *two* theories of adolescence that address this controversy. [20 marks]

Refer to the markbands for paper 2 when marking this question.

Many theories try to explain this period of life. For instance, S. Hall based his approach on an expansion of Darwin’s theory of recapitulation. In his view, human development is guided by internal physiological and genetic forces; the adolescence is a period of storm and stress corresponding to the turbulent transition from savagery to civilization. Freud’s and Anna Freud’s theories, like Hall’s, are based on a series of genetically determined stages, which are relatively independent of environmental influence. However, they put emphasis on internal conflicts that are psychosexual in nature.

On the other hand, Erikson and Marcia suggest that in adolescence the primary concern is with the establishment of a dominant ego identity: this process is rooted in social relationships as a whole and not exclusively in sexual experiences. Similarly, Havighurst sees socialization as a central issue and places emphasis on “developmental tasks” prescribed by both individual need and the demands of society.

Furthermore, the anthropologists Ruth Benedict and Margaret Mead contribute heavily to an understanding of adolescence through their recognition of the influence of cultural factors on development and their descriptions of variations in adolescent behaviour from society to society. Their views counterbalance the emphasis on biological constitution even if Mead, in her later writings, recognizes “basic regularities” found in all cultures.

Higher band responses **[14 to 20 marks]** should offer an informed commentary on each theory and present the similarities and differences between them.

Middle mark band answers **[8 to 13 marks]** may present an appropriate but incomplete comparison of the theories. Comparison may not always be explicit.

Low mark band answers **[0 to 7 marks]** may provide limited description or may fully describe theories but not compare them.

If only differences or similarities are provided, up to a maximum of **[10 marks]** should be awarded.

15. Referring to *two* theories, discuss how human development continues throughout the lifespan. [20 marks]

Refer to the markbands for paper 2 when marking this question.

For many years, there was the widespread acceptance of adulthood as a period of stability. Major changes were believed to take place in childhood. Early interest in general dimensions such as adjustment, integration and level of competence led researchers to question whether any significant changes occur between the twenties and the seventies. On the other hand, aspects of psychological life, such as needs, values, degree of involvement, goals and the ability to evaluate the self realistically, have been shown to change over the course of adulthood. Today, most developmental psychologists believe that some change is possible throughout the human life cycle although they disagree about just how much change can take place, and how much stability there is.

It would be appropriate to select developmental theorists such as Erikson, Kohlberg, Jung, Bandura, who emphasize developmental change throughout the human life cycle. It would also be relevant to discuss theories of adult change such as Vaillant's view of adaptation in adult life, Levinson's theory of seasons of adulthood or Neugarten's sociological approach of the life cycle. Whichever theories are selected, answers could discuss the strengths and limitations of the theories in explaining the continuity of human development. For instance, it could be underlined that Vaillant supplements Erikson's theory by inserting an additional stage, which he calls career consolidation between the stages of intimacy and generativity. He also supplements Freud's defense mechanisms by adding to this concept the notion that some mechanisms are more mature than others. However, Vaillant's methods of collecting data can be criticized. Indeed, his data are based on his clinical interviews and on Grant's interviews with all-male participants.

Award **[14 to 20 marks]** for a well-balanced discussion of the continuity of human development throughout the lifespan with clear and appropriate references to two relevant theories.

Award **[8 to 13 marks]** for responses offering sound description but limited discussion of the continuity of human development in relation to two relevant theories.

Award **[0 to 7 marks]** for a discussion that is not supported by relevant theories or where two relevant theories are described to a limited extent without discussion of human development throughout the lifespan.

Award up to a maximum of **[10 marks]** for responses that refer to only one relevant theory.

Psychodynamic psychology

16. Describe and evaluate *one* psychodynamic theory of the influence of childhood experience on behaviour. [20 marks]

Refer to the markbands for paper 2 when marking this question.

The focus of the answer is on the formative role of childhood experience on human behaviour. Evaluation could include the strengths and limitations of the selected theory, comparison with an alternative theory, or use of empirical research studies that support or contradict the theory described.

Psychodynamic theories share the assumption that adult behaviour and ongoing problems are influenced by experiences in early childhood in different ways. For instance, absence of radical change after childhood is clearly assumed by Freud. Object-relations theorists such as Klein, Winnicott, Mahler, emphasize the importance of the first two years of life rather than the Oedipal phase, the infant's relationships to important figures rather than sexual needs and drives. Self theorists such as Kohut view the self as the central construct in personality. The self is structured in the early years of life as the child interacts with important self-objects in the environment. Persons with an autonomous self are able to engage people in intimate and fulfilling relationships. Ego theorists such as Anna Freud, Hartmann, Erikson, emphasize the mechanisms used by the ego to deal with the world.

Whichever theory is presented, evaluation should be offered. It is important to point out that research on this issue led theorists to believe that there are radical shifts after childhood. There has been some doubt cast on models restricting the period of significant formation to childhood. Studies show that events of the first years may not necessarily have permanent effects. This does not mean that childhood experiences are insignificant. However, personality continues to develop over time and patterns of behaviour can change dramatically after childhood.

Higher band responses [14 to 20 marks] should present an informed review of the selected theory and evaluate the success or otherwise of the assumption that human behaviour is determined by experiences in early childhood.

Middle mark band answers [8 to 13 marks] may demonstrate knowledge and understanding of one theory but evaluation may be limited or not well developed.

Low mark band answers [0 to 7 marks] may describe and evaluate the theory in general without referring to the impact of childhood experience on human behaviour or may not offer evaluation.

- 17. Describe and evaluate *two* research methods (e.g. case studies, experiments) that are used in psychodynamic psychology. [20 marks]**

Refer to the markbands for paper 2 when marking this question.

Research methods are used to gather data that help to develop a psychological framework or theory. The psychodynamic perspective uses specific research methods that suit its assumptions. Appropriate content may refer to research methods such as case study, observation, interview and may refer to Erikson's psychohistory method, Jung's word-association test, Freud's case histories and self-analysis. This perspective has much of its foundation in the treatment of psychological disorders and used techniques such as dream analysis, free association and hypnosis in a therapeutic context. Responses that refer to these techniques may be awarded credit if it is made clear that they were also being used in the context of gathering data for development of theory. For example, Freud analysed dreams of Anna O to help in her treatment, however the data gathered also helped form the basis of his theories.

Relevant content may also present the attempts to test psychodynamic concepts experimentally: many recent studies have examined the scientific credibility of psychodynamic theories. Appropriate answers may make it clear that psychodynamic approach can be scientifically valid in some aspects and unscientific in others. Indeed, psychodynamic psychology has difficulty in clearly meeting empirical standards because its focus is on the unconscious contents and processes of the mind. However, techniques are available to make these phenomena more accessible.

Higher band responses [*14 to 20 marks*] should describe and evaluate two relevant research methods, offering informed evaluative commentary on each.

Middle band answers [*8 to 13 marks*] may present appropriate description but limited evaluation of two relevant methods.

Lower band answers [*0 to 7 marks*] may discuss research methods in general without reference to psychodynamic psychology or without any evaluation. Responses offering description of research studies without specific description and evaluation of the research method used should earn marks in this range.

Up to a maximum of [*10 marks*] may be awarded where only one research method is addressed.

18. (a) Describe *one* theory related to psychodynamic psychology that includes the role of both the unconscious *and* conscious mind in human behaviour. [10 marks]

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

Most answers are likely to describe Freudian theory. It would also be appropriate to select any neo-Freudian approaches. Neo-Freudian psychologists, such as Jung, Erikson, Klein and Adler naturally focused more on the role of the conscious mind than did Freud. In any case, the theory that is described must address the role of the conscious and unconscious mind.

If Freud's theory is selected, it would be relevant to present his topographical model of human functioning: the conscious, preconscious and unconscious regions of the mind. It would also be appropriate to recall that Freud felt that different phenomena such as dreams, slips of the tongue and irrational behaviour required the assumption of the unconscious and that there had to be a place where what was unacceptable to the conscious mind was repressed.

Higher band responses [7 to 10 marks] should offer a detailed description of a relevant theory including the role of the unconscious and conscious mind in human behaviour as explained by the selected theory.

Middle mark band answers [4 to 6 marks] may present an appropriate but limited description of a relevant theory. Responses that do not adequately address the role of both conscious and unconscious mind should earn marks in this range.

Lower mark band answers [0 to 3 marks] may describe a psychodynamic theory without referring to the role of the unconscious and conscious mind.

- (b) **Compare and contrast the theory presented in part (a) with another psychodynamic theory in relation to the role of both the unconscious and conscious mind in human behaviour.** **[10 marks]**

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

Answers should present the similarities and differences between two psychodynamic theories regarding the way they explain the role of the conscious and unconscious mind in human behaviour.

Freud's theory or any other theory selected in part (a) may be compared with psychodynamic theorists such as Jung who describes an unconscious that is present in the newborn and is independent of his life experience. While corroborating Freud's theory of repression, Jung rejects Freud's emphasis on sexual motivation, and instead emphasizes the importance of individuation, the enhancing of awareness, as a motive for development. Another appropriate comparison could be made between Freud's theory and ego psychology theorists, such as Erikson, Anna Freud, Hartmann, who introduced an expansion of the concept of ego into psychoanalysis. Rather than being servant of the id, the ego possesses its own energy and has its own functions separate from the id. Whichever theories are selected, candidates may recall that a fundamental proposition of every psychodynamic approach to personality is that much of what we know and feel is outside of conscious awareness.

To attract high marks **[7 to 10 marks]**, answers should present the similarities and differences between the selected explanations in relation to the role of both conscious and unconscious mind.

Middle mark band answers **[4 to 6 marks]** may offer either similarities or differences in detail. Comparison is implicit. When both similarities and differences are included, they may be not well-developed.

Low mark band answers **[0 to 3 marks]** may discuss the two theories in general without referring to the role of the unconscious and conscious mind in human behaviour.

Award up to a maximum of **[5 marks]** for responses that include only similarities or differences.

Social psychology

19. (a) Outline *one* theory of collective (*e.g.* crowd) behaviour.

[6 marks]

The command term requires a brief, focused summary of the main points of one theory of collective behaviour (*i.e.*, the behaviour of a group of people rather than the behaviour of an individual within a group). Relevant content could include examples from traditional theories of collective behaviour, social theories or examples of explanations of the behaviour of peaceful crowds.

Award **[5 to 6 marks]** for a clearly outlined and appropriate theory.

Award **[3 to 4 marks]** where the major points of an appropriate theory are described but there are some omissions.

Award **[1 to 2 marks]** for identification of a relevant theory where the accompanying outline is not clearly expressed.

Award **[0 marks]** for theories not focusing on the collective behaviour specifically required in the question.

(b) Describe and evaluate *one* application of one theory of collective behaviour. [14 marks]

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

The application included in part (b) does not have to be related to the theory outlined in part (a) although it may well be.

Relevant examples of applications such as crowd management *e.g.* low profile policing, or the manipulation of crowds may be offered. Evaluation may be applied through consideration of psychological research on the effectiveness of the application. However, marks may be earned if appropriate description and evaluation of an application is made that is relevant to the theory of collective behaviour although not necessarily supported by published research.

High marks [**10 to 14 marks**] are appropriate for responses that make clear how a relevant theory of collective behaviour has been applied in a social setting, with appropriate evaluation.

Middle band marks [**5 to 9 marks**] are appropriate where an application of the theory of collective behaviour has been described, but there is a limited attempt at evaluation.

Award [**1 to 4 marks**] for limited description of a relevant application of research into collective behaviour.

Discussion of theory or applications not related to collective behaviour should not be awarded marks.

Up to a maximum of [**6 marks**] may be awarded for description of an application of a relevant theory of collective behaviour with no evaluation.

Markband

- 12 to 14** The demands of the question are addressed effectively in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding and in-depth analysis. Evaluation is balanced and well developed. Cultural, ethical, gender or methodological considerations form an integral part of the response.
- 10 to 11** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the 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.
- 8 to 9** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 5 to 7** There is an attempt to structure the answer but it is not sustained throughout the answer. The answer contains accurate knowledge and understanding but is mainly descriptive. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 3 to 4** There is little sense of structure in the answer. Although there is an attempt to answer the question, knowledge and understanding of the options is limited, often inaccurate and of marginal relevance to the question. There is no reference to cultural, ethical, gender or methodological considerations.
- 1 to 2** There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the options. The answer consists of no more than a few relevant facts.
- 0** If the answer does not achieve the standard described in mark band 1-2, a mark of 0 should be recorded.

20. In relation to conformity research, compare and contrast explanations of the behaviour of an individual acting in a group with that of an individual acting alone.

[20 marks]

Refer to the markbands for paper 2 when marking this question.

A definition of a social group, *e.g.* “two or more individuals from the same species together”, would facilitate an informed response to this question. Expect discussion of research conducted by Asch, Crutchfield, Sherif, *etc.* from many candidates, but not Milgram, as the focus is on conformity rather than obedience to an authority figure.

Consideration can be made of laboratory research into behaviours when alone or in a group, for example that of Asch, in which the participant demonstrates difficulty in selecting a correctly matching line length when in a group situation. Approximately one third of the participants apparently succumbed to perceived pressures to conform to social norms and selected an inaccurate line length despite this being contrary to the evidence of their own senses. In other words, identifiable pressures operating and apparently affecting behavioural choice when a participant is a member of a group may be considered in comparison with decisions made by an individual when alone. However, an informed and thoughtful response to this question is likely to discuss possible reasons (methodological, theoretical) why so many participants did not demonstrate the effect, thus considering the extent to which research can explain conformity.

Conformity when the individual is acting alone, *i.e.*, when the group is not present, was researched by Crutchfield. Participants had the knowledge of the behaviour of other group members, but there was no direct contact with the group. Therefore, the individual was acting alone and their behaviour can be explained differently. It may be argued that prosocial behaviour (*e.g.*, Latané & Darley) or conformity to social roles both when in a group and when alone may be made relevant to the question if there is an explicit link to conformity. The influence of culture or gender on an individual's conformity may also be relevant to behaviour when alone or in a group.

Relevant discussion of similarities and differences between the explanations of conformity behaviour when acting alone or in a group that are supported by an informed argument will characterize a response meriting high marks [14 to 20 marks].

Mid band responses [8 to 13 marks] are likely to predominantly offer description of research concerning the individual in a group situation, with limited reference to the individual acting alone. Answers not explicitly comparing conformity in the two situations should be limited to marks in this range.

Allocate low marks [0 to 7 marks] to answers focusing only on an individual acting alone or only acting in a group.

21. (a) **Define the term *prejudice*.** [2 marks]

Award [2 marks] for an accurate and clearly expressed definition, to include: an attitude usually of a hostile, negative kind towards members of another group. While the topic of discrimination is related to prejudice, the emphasis should be on the attitude of prejudice rather than the behaviour of discrimination throughout all parts of this question.

- (b) **Describe *two* theories of the origins of prejudice.** [8 marks]

The question requires the candidate to clearly describe two theories explaining the origin of prejudice.

Stereotyping, minimal group theory, scapegoating theory, inter-group conflict theory, *etc.* are all examples of appropriate theoretical explanations.

[7 to 8 marks] are available for an accurate and detailed description of both theories, demonstrating clear understanding of each.

[4 to 6 marks] may be awarded to answers where the major points of two appropriate theories are described, but with some omissions.

Award [1 to 3 marks] for limited description containing inaccuracies.

Up to a maximum of [4 marks] is available for explanation of only one theory of the origin of prejudice.

- (c) **Evaluate *one* theory of the origin of prejudice.** [10 marks]

Evaluation may be presented via consideration of relevant empirical research, comparison with other theoretical explanations, discussions of strengths and weaknesses, *etc.*

Award [7 to 10 marks] for a detailed and appropriate evaluation of one theory on the origin of prejudice. This need not be one of the theories described in part (a).

Award [4 to 6 marks] for a limited, but appropriate evaluation of one theory. There may be some omissions.

Award [1 to 3 marks] for a minimal evaluation or a list of general evaluation points not clearly related to a particular theory of the origin of prejudice.
