

# **MARKSCHEME**

**November 2007**

**PSYCHOLOGY**

**Higher Level**

**Paper 1**

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## SECTION A

### Biological Perspective

1. Describe *one* theoretical explanation of human behaviour from the biological perspective. *[8 marks]*

Theoretical explanations from the biological perspective include, but are not limited to, the influence of drugs, stress, brain injuries and hormones on human behaviour. The term “theoretical explanation” should be interpreted generously and may be illustrated by research findings.

Award *[7 to 8 marks]* where the candidate presents a relevant explanation. There may be minor omissions but these should not prevent the award of marks in this band.

Award *[4 to 6 marks]* for answers that contain a relevant explanation and for which the candidate exhibits some success in shaping it to the question.

Award *[1 to 3 marks]* for an explanation that may have some relevance supported by very limited knowledge and understanding. If candidates focus entirely on a description of research studies, rather than the theoretical explanation required, then marks should be awarded in this band.

If the response does not meet the standards described above *[0 marks]* should be awarded.

## Cognitive Perspective

2. Explain *one* cultural consideration related to research from the cognitive perspective. *[ 8 marks]*

A number of different cultural considerations can be discussed:

- the reason why the computer metaphor became so popular with cognitive psychologists is because of its philosophical basis. Using the computer metaphor to explain the brain and how it works is an implicit acceptance of the Cartesian view of “man as machine”. This view is popular in a machine-oriented society.
- Research within the cognitive perspective tended to investigate many cross-cultural issues:
  - cultural factors related to the self-concept
  - cultural factors in the area of language
  - differences in IQ scores of people from different cultures
  - cultural differences in people’s skill at recognizing objects from pictures and in the illusions to which they are susceptible.

Highest marks *[7 to 8 marks]* should be awarded for an organized and detailed explanation of one cultural consideration explicitly related to research from the cognitive perspective.

Award marks in the middle band *[4 to 6 marks]* where one relevant cultural consideration is described but limited explanation is offered.

Award marks in the lower band *[1 to 3 marks]* for answers providing limited description of one cultural consideration relevant to the cognitive perspective or for answers discussing general cultural considerations (*e.g.* differences between individualist and collectivist cultures, language differences) not specifically related to cognitive research.

Award *[0 marks]* for description of cognitive theory or research which is in no way related to culture.

### Learning Perspective

3. Explain *one* contribution of the learning perspective to the scientific study of behaviour. *[8 marks]*

The phrase “scientific study of behaviour” generally refers to rigorous methods of investigation and most commonly refers to the use of experimental research methods attempting to find explanations for behaviour. Other interpretations may be made relevant such as careful observations associated with systematic recording methods. Responses may very well focus on the preference for experimental methods by many researchers within the learning perspective. Discussion of animal research may be made relevant to this question.

Award *[7 to 8 marks]* for clear and accurate explanation of one contribution. Explanation requires candidates to give reasons for some aspect of the learning perspective to be considered a contribution to the scientific study of behaviour.

Award *[4 to 6 marks]* where one contribution to the scientific study of behaviour is adequately described, however it is not fully explained.

Award *[1 to 3 marks]* for descriptive accounts of learning perspective research that do not illustrate a relevant contribution to the scientific study of behaviour.

If the response does not meet the standards described above *[0 marks]* should be awarded.

## Humanistic Perspective

**4. Describe *one* application of a theory from the humanistic perspective. [8 marks]**

Description of an application of a theory from the humanistic perspective is required, rather than description of the theory itself. For example, Rogers' self theory has been applied in education, encounter groups, peace studies and person-centred counselling; Maslow's motivation theory has been applied in the workplace; Frankl's existential theory in counselling, *etc.*

Award [7 to 8 marks] for an accurate and detailed description of one application of a relevant theory.

Award [4 to 6 marks] for an accurate but limited description of an application of a relevant theory.

Award [1 to 3 marks] where the theory is described and the application may be identified.

If the response does not meet the standards described above [0 marks] should be awarded.

## Paper 1 section B markbands

*In applying the mark bands the concept of “best fit” should be used.*

*A response that meets most of the statements in a particular band, but not necessarily all, can still be awarded marks in the band.*

*The band that best fits the response should be determined first. Then, by reference to the band above and the band below, the mark should be determined.*

### Markband

- 17 to 20** The demands of the question are addressed effectively in a focused and logical structure. Arguments are supported by appropriate knowledge and understanding and in-depth analysis. Evaluation is balanced and well-developed. Cultural, ethical, gender or methodological considerations are an integral part of the response.
- 14 to 16** The demands of the question are addressed effectively within a structured framework. The argument is supported by appropriate knowledge and understanding from the perspectives. The answer contains appropriate analysis, but there may be minor omissions. Evaluation is clear and applied appropriately. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 11 to 13** The demands of the question are addressed mainly within a structured framework. The answer contains accurate knowledge and understanding. Some limited analysis is offered. Evaluation is limited or may not be well developed. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 8 to 10** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 6 to 7** There is an attempt to structure the answer but it is not sustained throughout the answer. The question is partially addressed, with limited accurate, relevant and factual knowledge and understanding. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate to the question.
- 4 to 5** There is little sense of structure in the answer. Although there is an attempt to answer the question, knowledge and understanding of the perspectives is limited, often inaccurate and of marginal relevance to the question. There is no reference to cultural, ethical, gender or methodological considerations.
- 1 to 3** There is almost no organizational structure. There is very little or no understanding of the question, nor evidence of knowledge of the perspectives. The answer consists of no more than a few relevant facts.

- 0** If the answer does not achieve the standards described in mark bands 1 to 3, a mark of 0 should be recorded.

## SECTION B

5. **Assess the effectiveness of the biological perspective in explaining one psychological or social question.** *[20 marks]*

*Refer to the paper 1 section B markbands on the previous pages when awarding marks.*

The candidate has a very wide choice of subject matter from which to make an assessment. If however an inappropriate choice is made it may be difficult to sustain an assessment that relates to the biological perspective. The rather superficial statement that every facet of behaviour starts with a biological action should not be given a great deal of credit unless it is supported by empirical studies that aptly illustrate this point. It is likely that candidates will choose examples such as dreams, aggression, gender differences, sleep, stress, parenting, hunger or sex as the psychological or social question to be assessed.

There is no need for candidates to distinguish between psychological and social questions.

Award *[14 to 20 marks]* where the psychological or social question is relevant, and addressed effectively, where there is in-depth knowledge and understanding, assessment of the effectiveness of the explanation is explicit, and the answer is well structured.

Award *[8 to 13 marks]* where the psychological or social question is relevant, there is a structured framework, some limited assessment of the effectiveness of the explanation may be offered.

Award *[1 to 7 marks]* for answers that show little organization, where knowledge and understanding is very limited or the question is only partially addressed.

**6. Explain and evaluate *one* key concept of the cognitive perspective. [20 marks]**

*Refer to the paper 1 section B markbands when awarding marks.*

Among others that may reasonably be explained and evaluated, key concepts associated with the cognitive perspective included in the psychology guide are: attention, perception, memory, language, selective attention, schemas, short-term and long-term memory. Evaluation of the key concept may arise in many different ways: from comparison to other perspectives, from discussion of methodological considerations of empirical research supporting the key concept (for example: discussing lack of ecological validity) or from discussing the universality of the concepts.

High range responses [**14 to 20 marks**] should clearly explain and evaluate the key concept reflecting thorough knowledge of relevant material within the cognitive perspective.

Middle range responses [**8 to 13 marks**] may be predominantly descriptive. Knowledge of a relevant concept may be demonstrated but evaluation is limited.

Low range responses [**1 to 7 marks**] may demonstrate limited description and understanding of the presented key concept omitting relevant theories and studies. The material provided may be of marginal relevance to the question.

7. **Assess the extent to which cognitive and biological factors have added to traditional explanations of behaviour within the learning perspective.** **[20 marks]**

*Refer to the paper 1 section B markbands when awarding marks.*

Traditional explanations of behaviour within the learning perspective focused on simple stimulus-response learning theories of the behaviourists. Research into cognitive influences on behaviour, such as schema theory, cognitive maps, imitation or biological factors such as preparedness or imprinting, has countered the reductionist view of the behaviourists.

Award **[14 to 20 marks]** where responses come to an appropriate conclusion on the extent of expansion or enhancement of traditional learning perspective theories. Essays in this range may discuss limitations of the traditional approach as well as how or why cognitive and biological factors have expanded or enhanced the perspective.

Award **[8 to 13 marks]** where responses include description of relevant factors but do not explicitly assess the extent to which these have added to the learning perspective. These essays may not explicitly discuss the changes to traditional learning perspective views as a result of consideration of these additional factors.

Award **[1 to 7 marks]** for descriptive accounts of traditional learning theory. This description may be disjointed and limited.

Responses that address only cognitive factors or only biological factors may be awarded up to **[10 marks]**.

8. **Using psychological research, consider strengths and limitations of research methods (e.g. case studies, observations, interviews) used in the humanistic perspective.** **[20 marks]**

*Refer to the paper 1 Section B markbands when awarding marks.*

Strengths:

The phenomenological approach investigates the individual's conscious experience of the world; thus, it often uses an idiographic case study method or Q-sort technique. In some cases flexible open-ended interviews may be used, these should be illustrated by humanistic studies. Responses may refer to Rogers' use of case studies with attempts to validate these by intersubjective reliability or Q-sort analysis. Idiographic methods of study offer a more holistic approach to understanding human behaviours. Rogers claimed that development of his theories began during his therapeutic sessions with patients; this data was used as a foundation for developing hypotheses for his theories thus taking a phenomenological approach.

Limitations:

There are problems in adopting a more idiographic approach, looking for individual aspects of individual behaviours, compared with seeking to produce more generalized "laws" of behaviour applicable to everyone. These problems include investigating consciousness and emotion, which are very difficult to study objectively.

Award marks in the top band **[14 to 20 marks]** for responses characterized by balanced consideration of both strengths and limitations of relevant research methods, clearly illustrated by relevant research.

Award marks in the middle band **[8 to 13 marks]** for responses characterized by more description of material than explicit discussion of strengths and limitations. Consideration of strengths and limitations may be imbalanced.

Award marks in the lowest band **[1 to 7 marks]** for responses characterized by lack of focus on evaluation of research methods. Responses may be characterized by limited description of research methods not necessarily related to humanistic psychology.

Award **[0 marks]** for responses that only consider therapeutic methods in a therapeutic context.

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