



MARKSCHEME

November 2012

PSYCHOLOGY

Higher Level and Standard Level

Paper 1

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SECTION A

Biological level of analysis

1. Explain how *one* principle of the biological level of analysis may be demonstrated in *one* empirical study or theory. *[8 marks]*

Refer to the paper 1 section A markbands below when awarding marks.

The command term “explain” requires candidates to give a detailed account of an appropriate principle and show how this is clearly demonstrated in a study or theory relevant to the biological level of analysis.

Acceptable principles include, but are not limited to:

- behaviour can be inherited
- animal research may increase our understanding of human behaviour
- cognitions, emotions and behaviours are products of the anatomy and physiology of our nervous and endocrine systems.

After briefly outlining the principle and giving a brief summary of one study or theory, candidates should make an explicit link between the research and the principle.

If a response outlines more than one principle, marks should be awarded only to the first.

If a response includes more than one study or theory, marks should be awarded only to the first.

If a candidate only outlines a principle without any reference to a study, apply the markbands up to a maximum of *[4 marks]*.

If a candidate only describes a study, apply the markbands up to a maximum of *[3 marks]*.

Section A markbands

Marks	Level descriptor
0	The answer does not reach a standard described by the descriptors below.
1 to 3	There is an attempt to answer the question, but knowledge and understanding is limited, often inaccurate, or of marginal relevance to the question.
4 to 6	The question is partially answered. Knowledge and understanding is accurate but limited. Either the command term is not effectively addressed or the response is not sufficiently explicit in answering the question.
7 to 8	The question is answered in a focused and effective manner and meets the demands of the command term. The response is supported by appropriate and accurate knowledge and understanding of research.

Cognitive level of analysis

2. Explain how *one* biological factor may affect *one* cognitive process.

[8 marks]

Refer to the paper 1 section A markbands below when awarding marks.

The command term “explain” requires candidates to give a detailed account of the relationship between a specific biological factor and a particular cognitive process, such as memory, perception, attention or language.

Examples of biological factors affecting a cognitive process could include:

- the role of Wernicke’s or Broca’s areas in the understanding and production of language
- the role of the amygdala in the storage of emotional memories
- how damage to the hippocampus often leads to both retrograde and anterograde amnesia
- the effect of sleep deprivation on a number of cognitive processes, such as memory, attention and time perception
- the effect of aging on episodic, semantic and procedural memories
- the role of feature detector cells in visual perception.

If a response explains more than one biological factor or cognitive process, marks should be awarded only to the first.

Section A markbands

Marks	Level descriptor
0	The answer does not reach a standard described by the descriptors below.
1 to 3	There is an attempt to answer the question, but knowledge and understanding is limited, often inaccurate, or of marginal relevance to the question.
4 to 6	The question is partially answered. Knowledge and understanding is accurate but limited. Either the command term is not effectively addressed or the response is not sufficiently explicit in answering the question.
7 to 8	The question is answered in a focused and effective manner and meets the demands of the command term. The response is supported by appropriate and accurate knowledge and understanding of research.

Sociocultural level of analysis

3. Distinguish between the concepts of “emic” and “etic”.

[8 marks]

Refer to the paper 1 section A markbands below when awarding marks.

The command term “distinguish” requires candidates to make clear the differences between the two concepts.

“Etic” and “emic” refer to approaches to studying the role of culture on behaviour. Often the terms are also used to describe a piece of research which either is used to support the universality of a behaviour (etic) or the fact that it is culturally specific (emic). Either interpretation is valid. If the response uses examples to support the argument, the link to either the etic or emic concept should be clear.

Differences could include:

- etic approaches compare cultures; emic approaches describe or explain behaviours in a single culture
- etic approaches test hypotheses; emic approaches generate hypotheses
- in etic approaches, the researcher acts as a non-participant observer; in emic approaches, the researcher seeks the assistance of members of the community
- etic approaches attempt to find universal explanations of behaviour; emic approaches are usually focused on issues particular to a defined culture or community.

Candidates are likely to include research and/or examples of the concepts for marks in the higher markbands but this is not required.

If a candidate only describes both concepts without explicitly addressing the differences between them, apply the markbands up to a maximum of [6 marks].

Candidates may address a smaller number of differences in order to demonstrate depth of knowledge, or may address a larger number of differences in order to demonstrate breadth of knowledge. Both approaches are equally acceptable.

Section A markbands

Marks	Level descriptor
0	The answer does not reach a standard described by the descriptors below.
1 to 3	There is an attempt to answer the question, but knowledge and understanding is limited, often inaccurate, or of marginal relevance to the question.
4 to 6	The question is partially answered. Knowledge and understanding is accurate but limited. Either the command term is not effectively addressed or the response is not sufficiently explicit in answering the question.
7 to 8	The question is answered in a focused and effective manner and meets the demands of the command term. The response is supported by appropriate and accurate knowledge and understanding of research.

Section B assessment criteria

A — Knowledge and comprehension

Marks	Level descriptor
0	The answer does not reach a standard described by the descriptors below.
1 to 3	The answer demonstrates limited knowledge and understanding that is of marginal relevance to the question. Little or no psychological research is used in the response.
4 to 6	The answer demonstrates limited knowledge and understanding relevant to the question or uses relevant psychological research to limited effect in the response.
7 to 9	The answer demonstrates detailed, accurate knowledge and understanding relevant to the question, and uses relevant psychological research effectively in support of the response.

B — Evidence of critical thinking: application, analysis, synthesis, evaluation

Marks	Level descriptor
0	The answer does not reach a standard described by the descriptors below.
1 to 3	The answer goes beyond description but evidence of critical thinking is not linked to the requirements of the question.
4 to 6	The answer offers appropriate but limited evidence of critical thinking or offers evidence of critical thinking that is only implicitly linked to the requirements of the question.
7 to 9	The answer integrates relevant and explicit evidence of critical thinking in response to the question.

C — Organization

Marks	Level descriptor
0	The answer does not reach a standard described by the descriptors below.
1 to 2	The answer is organized or focused on the question. However, this is not sustained throughout the response.
3 to 4	The answer is well organized, well developed and focused on the question.

SECTION B

- 4. With reference to psychological research (theories and/or studies), to what extent does genetic inheritance influence behaviour? [22 marks]**

Refer to the paper 1 section B assessment criteria when awarding marks.

The command term “to what extent” requires the candidate to consider the merits or otherwise of an argument regarding the influence of genetics on behaviour.

Candidates may choose a single behaviour (such as intelligence, depression or aggression) and look at the strengths and limitations of genetic evidence, or they may choose to take a more holistic approach and look at the nature/nurture argument – that is, relevant comparison to cognitive or sociocultural explanations. Candidates should demonstrate understanding that most behaviours are the result of an interaction of biological and non-biological factors.

Candidates may consider a smaller number of theories and/or studies in order to demonstrate depth of knowledge, or may consider a larger number of theories and/or studies to demonstrate breadth of knowledge. Both approaches are equally acceptable.

5. **With reference to relevant studies, discuss how *and* why *two* particular research methods (for example, experiments, case studies, interviews, observations) are used at the cognitive level of analysis.** *[22 marks]*

Refer to the paper 1 section B assessment criteria when awarding marks.

The command term “discuss” requires candidates to give a considered review of the reasons for how and why two particular methods are used in studies at the cognitive level of analysis. One or more studies can be used to exemplify each method.

Discussion about “how” the method is used might refer to key features of the method as well as how the method was used in specific research. For example, experimental studies may identify the sampling and allocation procedures, the independent and dependent variables, and the way in which extraneous variables were controlled.

Discussion about “why” the method is used might refer to the appropriateness of the method for the aim, issues of validity and reliability, sample choice and size, ease and cost of the procedure, and the generalizability of findings. Candidates may address the strengths of the method as well as how it reflects the principles of the cognitive level of analysis, *i.e.* candidates could make clear how the selected research methods underpin one or more principles of the level of analysis.

If the candidate addresses only the “how” or only the “why”, then marks in the top markbands should not be awarded for the assessment criteria.

If a candidate discusses only one research method, apply the markbands up to a maximum of *[11 marks]*.

If a candidate discusses more than two research methods, credit should be given only to the first two discussions.

6. Discuss ethical considerations related to research studies at the sociocultural level of analysis. **[22 marks]**

Refer to the paper 1 section B assessment criteria when awarding marks.

The command term “discuss” requires candidates to offer a considered review of ethical considerations related to specific research studies.

There are a number of ethical considerations related to research studies at the sociocultural level of analysis which may be discussed. These include, but are not limited to:

- deception
- protection from physical or mental harm
- briefing and debriefing
- right to withdraw from a study
- informed consent
- anonymity
- confidentiality.

Ethical considerations may be positive (what guidelines were followed) or negative (what guidelines were not followed).

Discussion of ethical considerations could discuss why deception is used, the difficulties of ensuring confidentiality in social psychology research and the role of informed consent when studying groups.

Responses may discuss a smaller number of ethical considerations in order to demonstrate depth of knowledge or may discuss a larger number of ethical considerations in order to demonstrate breadth of knowledge. Both approaches are equally acceptable.

Responses may discuss a smaller number of studies in order to demonstrate depth of knowledge or may discuss a larger number of studies in order to demonstrate breadth of knowledge. Both approaches are equally acceptable.

If a candidate discusses ethical considerations, but does not relate them to research studies from the sociocultural level of analysis, apply the markbands up to a maximum of **[11 marks]**.
