



MARKSCHEME

MAY 2005

PSYCHOLOGY

Higher Level and Standard Level

Paper 2

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Comparative psychology

1. Consider what is meant by altruism in non-human animals, using studies related to comparative psychology. *[20 marks]*

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

Altruism is the sacrifice of inclusive fitness by the donor animal in order to increase the inclusive fitness of the recipient. In honey bees such behaviour is observed in the behaviour of the hive's guard bees that will use their stings, and sacrifice their lives to prevent intrusion into the hive by potential predators. Similarly army ants will sacrifice their own lives say at the crossing of a stream, by forming a bridge from their own bodies so that their fellows may continue with their march. These are examples of species where the genetic make up of each individual in a hive or group of ants is likely to be shared by other individuals. The selfish gene theory of Dawkins uses such examples to explain that altruism is only apparent. It is the inclusive fitness of the whole hive and their shared genes or group that is most important. *i.e.* survival of shared genes takes priority.

Some candidates may use the study by Wilkins on vampire bats to illustrate reciprocal altruism. In this case altruism is reciprocated between individual bats. Vampire bats need to drink blood every 24 hours. On their nightly foraging flight, food will be in scarce supply on some occasions. On their return to their roosting cave or hollow tree trunk Wilkins observed that successful bats would regurgitate blood for those bats that were unsuccessful that night. This altruism would then be reciprocated when the success or lack of success was reversed between those same individual bats. There was a tendency for this behaviour to happen more frequently between same family members than between non family members, but the latter did occur on some occasions. Dolphins have also been observed on several occasions to support each other when one dolphin is in fear of drowning.

High marks should be given to candidates who demonstrate a clear understanding of altruism, particularly the concept of apparent altruism, and who also are able to show considerable understanding of how altruism is related to animal behaviour. General description of altruism in non-human animals without reference to appropriate studies may be awarded a maximum of *[7 marks]*. Candidates who either show little knowledge of altruism or who do not demonstrate understanding of altruism as shown in animal behaviour should receive few marks.

2. (a) **Explain courtship and mating strategies in one or more species of non-human animal.** [10 marks]

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

The question is worded so that candidates may offer a considerable amount, in depth about one species, or in rather less depth about more species. As an example of the latter candidates may indicate that in general most birds behave monogamously, but a changing and favourable environment may well lead to polygyny and/or polyandry. Monogamy usually arises when the renewable resource for nesting sites or food are rare. The females of a species need to choose males that have proven ability as potential mates. Males should demonstrate their ability to collect food and nesting material, and to use effective defence strategies against enemies. Males need to show inclusive fitness in order to be chosen by females. The courtship period provides each bird with several occasions to test the inclusive fitness of the other. If such behaviour is demonstrated then mating will occur. Upon successful shared incubation and hatching of the eggs, the consequent parenting behaviour should show appropriate behaviour to ensure that offspring are able to fend for themselves. Both males and females are known to indulge in extra pair mating, particularly when the environmental conditions mean that another clutch of eggs can be produced with another mate.

Higher marks should be awarded for those candidates who demonstrate a clear understanding of both forms of behaviour and give examples of studies that illustrate these points. Those who show some knowledge on one aspect (courtship or mating) but are very limited on the other should receive up to [5 marks]. Candidates who show little knowledge of courtship and mating behaviour should receive few marks. Anecdotal comments should not be awarded credit.

- (b) **To what extent are courtship and mating strategies linked to parenting in non-human animals?** [10 marks]

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

Few mammals show similar linked behaviour, and many males do not contribute much to the raising of offspring. In most fish species, neither parent indulges in infant care, but the exceptions to this general rule are generally males. Male three spined sticklebacks fan the nest sites where their own fertilised eggs are kept in order to provide oxygenated water. Male sea horses provide a pouch for their young in times of danger, or take their young temporarily into their mouths. It is claimed by some ethologists (Trivers) that in the case of practically all fish and many mammals where males are not 100% certain of their own sperm in the fertilisation process, there is little cause for the male to exhibit infant care. For mammal females, the cost of egg production means that they are choosier in their selection of mates and since they also need their genes to survive in infants that they have certainly produced, then they are likely to take more care of their young. The relative abundance of sperm means that the male will have more opportunities for mating with several females. He is not usually faced with the responsibility of raising offspring. Exceptions occur with female access polyandry or resource defence polyandry as shown by the South American jacana or spotted sandpiper (Oring and Lank).

High marks should be awarded where the link in these behaviours is clear, and the candidate makes the examiner aware of the limitations of parenting behaviour. If the attempt is somewhat limited but is clear, then up to [5 marks] may be awarded. If candidates fail to show a clear linkage between the behaviours and subsequent parenting, very few marks should be awarded.

3. Discuss the teaching of language to non-human animals.

[20 marks]

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

It is probable that candidates will attempt to define language using Hockett’s design features. If they do so they may well make claims that a form of language is used by non-human species such as honey bees and their use of “displacement” in their communication by either round dances or waggle dances. Marks should be awarded for such attempts dependent upon the quality and depth of the case that is put. Most candidates are likely to consider the various studies using apes. These include Gardiner and Gardiner’s work with Washoe, Patterson with her gorilla Koko, Terrace with the chimpanzee Nim, and Savage-Rumbaugh with the bonobo Kanzi. Candidates should be able to discuss these studies and their shortcomings such as the criticism by Terrace of Washoe that the behavioural phenomena observed was a more recent version of the “Clever Hans effect” formerly observed by Pfungst. Each of these examples is well documented in the literature alongside work with other animals including dolphins and parrots.

Higher marks should be awarded where studies and the theoretical concepts of language are clearly understood and linked. Those answers that link this work with the theoretical concepts of language but are limited in their attempts should be awarded up to **[13 marks]**. Candidates who present only descriptive work of these studies should receive a maximum of **[10 marks]**.

Cultural psychology

4. **Describe and evaluate problems faced by psychologists conducting cross-cultural research.** **[20 marks]**

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

A wide variety of problems can arise when conducting research into the behaviour of people from different cultures. These can include (but are not limited to) the orientation of the researcher (for example, relativist, absolutist, universalist), emic/etic distinctions, generalizations, ecological validity, *etc.* Award high marks where candidates describe problems specific to research in a cross-cultural context and then evaluate these problems. This evaluation could be presented by assessing the relative impact of these problems, comparing problems to one another, or discussing how to limit the impact of each problem. Award a maximum of **[10 marks]** where candidates either describe or evaluate relevant problems, but do not do both. Weaker essays might be characterized by simple identification of general research problems without precise linkage to research in cultural psychology and a maximum of **[7 marks]** may be awarded.

5. **Discuss ways in which ethical considerations affect research in cross-cultural psychology.** **[20 marks]**

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

Candidates may take a variety of approaches when addressing this question. Some candidates may focus on ethical considerations that are applicable to carrying out research in a cross-cultural context. Alternatively candidates might address ethical considerations in applying results from one culture to people of other cultures and/or the influence of the researcher's value judgements. A maximum of **[7 marks]** may be awarded where candidates discuss general ethical considerations in research but do not specifically relate them to cross-cultural research. Examples of this might include giving participants the right to withdraw or informed consent. Highest marks should be awarded for discussion of ethical issues relevant to cultural psychology such as the etic versus emic distinction, or the power of the investigator.

6. **Discuss how cultural differences in communication may influence interaction between cultures.** **[20 marks]**

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

Communication can vary along a variety of characteristics, including context, non-verbal communication, gestures, uncertainty and anxiety, semantic differences, *etc.* Candidates should use examples of differences in communication styles or factors in communication (*e.g.* Cohen, Ting-Toomey, Gudykunst, Triandis, Hofstede). Essays focusing on differences in communication styles or factors in isolation without relating these concepts to inter- or cross-cultural communication should receive no more than **[7 marks]**. Low marks should be awarded for broad, unsupported generalizations of communication differences. Anecdotal commentary should not earn marks. Some astute candidates might (but do not have to) further their discussion by addressing methods of improving communication or coping with communication differences, such as training or the use of culture assimilators.

The psychology of dysfunctional behaviour

7. Compare the basic assumptions of *two* models or theories of dysfunctional behaviour. [20 marks]

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

Candidates may compare the basic assumptions of any two models or theories – these may include the medical, behavioural, cognitive, humanistic and psychodynamic models as well as the diathesis–stress model, which considers social and environmental explanations and combines aspects of other models.

The basic assumptions compared will depend upon the choice of models or theories. Examples of assumptions may include, but are not limited to:

the assumption from the medical model that dysfunctional behaviours originate from genetic or biochemical causes;

the assumption from the behavioural model that dysfunctional behaviours are learned, for example by classical conditioning;

the assumptions from the psychodynamic model that unresolved unconscious conflicts and repressed traumatic events in childhood cause dysfunctional behaviours;

or, the assumption from the cognitive model that disrupted thought processes underlie some dysfunctional behaviours.

Responses should make clear which assumptions relate to which model.

An astute candidate may choose to structure their response around an appropriate example of dysfunctional behaviour. Such a response is likely to gain high marks if the candidate uses the example to illustrate similarities and differences in the basic assumptions of each model or theory. *e.g.* schizophrenia has been very well researched and offers various explanations (genetic, bio–chemical and sociocultural) thus lending itself to a careful and full comparison of basic assumptions. However, regardless of whether or not this approach is taken, high marks should be awarded to a response that includes a comparison of the strengths and limitations of the basic assumptions of the two models or theories discussed.

Comparison may be made in terms of empirical support for the assumptions of the two chosen models, the relative strengths and limitations of the assumptions of the two models, or the relative effectiveness of treatments arising from the two chosen models and underpinned by the basic assumptions. High marks should be awarded for such comparisons.

Mid-range marks are likely to be gained by candidates who are able to describe relevant assumptions of the chosen models or theories and provide limited comparison.

Award a maximum of [7 marks] to candidates who simply describe models or theories of dysfunctional behaviour without reference to the basic assumptions.

Award a maximum of [3 marks] for responses which only describe a dysfunctional behaviour without reference to basic assumptions and/or any models or theories.

8. Discuss methodological *and* ethical implications of using classificatory systems in the diagnosis of dysfunctional behaviours. [20 marks]

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

The methodological implications of classifying dysfunctional behaviour may include such issues as the reliability and validity of a classification system and the potential bias of the diagnostician.

Ethical implications may revolve around such issues as whether the potential benefits of classification outweigh the costs; whether society is right to administer treatment when misclassification may occur and underlying causes are not carefully examined, and the possibility that classification ignores the uniqueness of humans and may involve a lack of care for the individual and their rights of consent and self-responsibility.

Candidates may gain up to **[10 marks]** by addressing either only methodological or only ethical implications, but to gain high marks must present a clear argument which is well-supported by empirical evidence. Such responses will demonstrate an understanding of the complexities of the issues involved, presenting a *balanced* discussion of limitations **and** strengths. Mid-range responses are likely to be briefer but show some understanding of a range of issues associated with the difficulties of classification.

Award a maximum of **[5 marks]** where candidates are able only to briefly describe some of the methodological or ethical implications. A maximum of **[5 marks]** could be awarded for description of a classification system, no matter how detailed, unless it includes the methodological and ethical implications.

9. (a) Describe *one* possible etiology for a dysfunctional behaviour of your choice. [6 marks]

Many types of dysfunctional behaviour are likely to be referred to. These may include, but are not restricted to, general types of disorders such as anxiety disorders, mood disorders, schizophrenias or eating disorders. Alternatively, candidates may refer to a specific disorder, such as phobia, depression, bulimia *etc.*, which should be given equal consideration for marks. For high marks in this section, candidates must demonstrate an accurate knowledge and understanding of one explanation of possible causal factors associated with the chosen dysfunctional behaviour. Credit may be awarded for only the first etiology described if more than one is included.

High band responses [5 to 6 marks] will provide a clear, accurate and detailed description of one etiology of a stated dysfunctional behaviour.

Mid-range scores [3 to 4 marks] should be awarded for an accurate but general description of the chosen etiology.

Low range responses [1 to 2 marks] may display limited understanding with major omissions.

No marks should be awarded to responses that lack psychological content, and/or are purely anecdotal.

(b) To what extent does the etiology of the dysfunctional behaviour you have described in (a) affect the treatment of that dysfunctional behaviour? [14 marks]

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

Candidates who have demonstrated a clear understanding of the etiology of their selected dysfunctional behaviour are more likely to understand the impact this has on the treatment or therapy offered. Regardless of the dysfunctional behaviour selected, candidates must demonstrate an understanding of the linkage between the etiology and the treatment, supporting their argument with psychological evidence wherever possible, *e.g.* schizophrenia may be explained from a biological viewpoint (genetic, biochemical, brain structure) or a psychological viewpoint (*e.g.* Freud, labelling theory, cognitive theory) or a socio-environmental viewpoint (family stressors, environmental stressors). Depending on the suggested etiology, a different treatment will be proposed.

High range responses will clearly address the command term, “To what extent” by discussing how the selected etiology affects the treatment or therapy used for the dysfunctional behaviour. Mid range responses may show some understanding but only imply the linkage between the etiology and the treatment. Award a maximum of [7 marks] for responses which describe relevant treatments but do not link those directly to the etiology of the dysfunctional behaviour described.

Markband

- 0** If the answer does not achieve the standard described in markband 1 to 2, a mark of 0 should be recorded.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Health psychology

10. Describe and evaluate research methodologies used in health psychology. [20 marks]

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

Candidates should deal with at least two methodologies. If only one is considered then a maximum of **[10 marks]** should be applied. Methodologies in this question are likely to be various and provided that candidates make their relevance to health psychology explicit, they should be awarded marks. Health psychology is a term that may be interpreted in a number of ways including the concept of behavioural health where the accent is on prevention rather than treatment, such as injury prevention, avoiding smoking and substance abuse, maintaining sensible diet and regular exercise. Equally well the more traditional aspect could include diagnosis and treatment of disease, identification of high risk factors and the application of psychology to dealing with areas such as blood pressure, stress management or pain management.

Methodologies could include experiments, case studies, longitudinal studies, surveys, interviews. Candidates may also offer examples of empirical studies to show how the methodologies have been used. Work concerned with Selye, Lazarus, psychoneuroimmunology, the diathesis–stress model could be considered in addition to many others. Responses discussing general research methodology with weak reference to health psychology may be awarded up to **[7 marks]**. To earn marks in the higher markbands, responses should base their description and evaluation of research methodologies in health psychology.

- 11. Examine ways in which psychological and physiological aspects of stress may be interrelated. [20 marks]**

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

Although the question does not call for discussion on the causes or ways of coping with stress, if these are offered and then made explicitly relevant to the 'interrelated' focus of the question, they should be given credit. Credit should not be given where such material is offered and not made explicitly relevant. The psychological aspect of stress should be examined in relation to behaviour and emotion such as fight/flight response, fear, alarm and could well involve material from Selye's work or that of Lazarus and Folkman, or Calhoun. The physiological aspects may well refer to the autonomic nervous system and the somatic nervous system and the release of the two main chemicals of the ANS - acetylcholine and norepinephrine (noradrenaline). The secretion of hormones through the endocrine system may be addressed, particularly the function of the adrenal glands and the pituitary. The work of the three authors mentioned each deals with the interrelationship of the psychological and physiological aspects of stress. Weak responses may contain a very limited amount of relevant discussion and may receive up to a maximum of **[5 marks]**. Those with a good knowledge of one or other of the two main aspects but neglect the other, should be given up to a maximum of **[10 marks]**. Balanced discussion of both main aspects is required for high marks.

- 12. Discuss addictive behaviour related to substance use and misuse. [20 marks]**

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

Many candidates are likely to be well informed on substance misuse and addictive behaviour but rather weaker on substance use related to addiction. The latter extends to many household and medicinal substances which if taken unwisely may lead to addiction. Candidates should consider how substance use can lead to misuse as happens with some drugs that are prescribed for medical reasons. They might also note the varying findings on research into marijuana *e.g.* its medical use in reducing nausea and vomiting in cancer patients treated with chemotherapy, and its illegal use in inducing feelings of euphoria, relaxation and heightened sexual responsiveness often attained by experienced smokers. Reference may also be made to the use of sedatives, barbiturates, amphetamines, or anabolic steroids, as well as the more commonly used substances such as alcohol, nicotine and caffeine. Each of these affects behaviour although often the behaviour is dependent upon the context in which the substances are taken.

High marks should be given for considered insights into both use and misuse and the effects upon behaviour. If only one of use or misuse is considered then a maximum of **[10 marks]** may be awarded. If Anecdotal or unsubstantiated commentary should not earn marks.

Lifespan psychology

13. Describe and evaluate *one* research methodology used in lifespan psychology. [20 marks]

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

The methodology described and evaluated should be clearly identified and may be experimental or all acceptable non-experimental. Longitudinal studies would be particularly relevant but other alternatives are acceptable if made relevant to lifespan psychology such as observational studies, rating scales, self reports, interviews or quasi-experimental studies using age as a variable. A detailed description which may include well chosen examples should be followed by evaluation which could include discussion of some of the following or similar issues:

- Advantages and disadvantages of the chosen methodology
- Depth of understanding provided by the particular methodology
- Levels of validity and reliability
- Difficulties inferring cause and effect relationships with the multitude of variables involved in lifespan psychology especially in longitudinal studies
- Lack of control over historical/local/environmental changes
- The need to operationalize variables at different stages depending on how the problem changes (*e.g.*, effects of attachment may have different manifestations at different points in time)
- Difficulties involved in replicability and generalization of results
- Limitations of laboratory studies and their questionable ecological validity.

Award top marks to well organised answers with a good fit to lifespan methodology. Examples of specific research studies which have led to the development of theories are acceptable if the essay focuses on methodology. Description of a relevant study with vague references to methodology should not be awarded more than [5 marks].

14. Discuss changes in identity during the lifespan. [20 marks]

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

Candidates may refer to any phase of lifespan from childhood to adulthood or the elderly. Lifespan psychology describes life transitions and changes affected by internal as well as external factors. The impact of biological and environmental factors including ethnicity and social class and cohorts/generational trends could be recognized. Another alternative and valid approach to answer this question could be to identify several areas of identity change such as adolescence, culture or gender identity development.

Essays in the top bands will develop a coherent argument describing and giving reasons for the process of identity change. Cultural and methodological considerations would be particularly relevant. Award a maximum of [5 marks] for anecdotal descriptions of identity change. Descriptive responses that lack discussion/evaluation may be awarded up to [10 marks].

15. Describe and evaluate psychological research on attachment across the lifespan. [20 marks]

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

Psychological research includes theories and/or studies. Candidates should be acquainted with theoretical underpinnings of attachment theory in order to describe and evaluate research findings. The themes of affect regulation in relationships and the ethological approach to personality development have been extensively explored. The responses may refer to separation and this should be given credit if made relevant to attachment theory. Responses may include some of the following or other relevant studies:

- Bowlby's theories and studies.
- Golfarb's comparisons of institutionalized children.
- Ainsworth's studies on separation and reactions to strangers.
- Robertson and Robertson's study of children in residential nurseries.
- Hazan, Shaver's studies on adult forms of love.
- Bartholomew's studies of adult attachment.

There are controversial viewpoints on attachment theory. The theories and research presented should be critically evaluated and alternative research with contradictory evidence could be presented.

Answers simply describing studies of attachment in infancy / childhood but which do not refer to the required "attachment across the lifespan" should not be awarded more than **[5 marks]**.

Answers in the high bands should describe and evaluate at least two theories or research studies. There are methodological considerations questioning the validity of attachment studies, often based on a reductionist view. Cross-cultural and ethical considerations could be taken into account.

Essays in the mid bands will contain less detailed description and evaluation. If only description is offered a maximum of **[10 marks]** should be awarded.

Psychodynamic psychology

- 16. (a) Describe how psychological research from psychodynamic psychology has been applied. [10 marks]**

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

Responses to this question must focus on the application of psychological research, which includes both results from psychological studies and/or theories. Responses may cover a number of applications in depth or a broader range of applications thus demonstrating breadth of understanding. Either approach is acceptable.

Freud's ideas have passed through a series of adaptations but continue to influence succeeding generations of psychologists; the psychoanalytic movement has contributed to the understanding of human behaviour and personality. Psychodynamic ideas have also entered the field of therapy. Freud's early work with patients has led to the development of basic techniques and attitudes that are now in common use in most talking therapies and counselling settings. Some responses may include description of the application of psychodynamic psychology to issues such as gender identity, aggression, personality development, *etc.* Psychodynamic influence has not been confined to psychology and to therapy; it has also penetrated deeply into popular culture through art, literature, theatre, film, television and even through advertising. Answers must demonstrate clear understanding of psychodynamic psychology, referring to post-Freudian as well as classic psychoanalytic psychology, in order to meet the demands of the question.

Award a maximum of **[3 marks]** where responses only describe psychodynamic research without discussing applications.

- (b) Evaluate the applications of psychological research described in part (a). [10 marks]**

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

The evaluation for part (b) of this question should be focused on the application of the psychodynamic research rather than evaluation of psychodynamic theories or studies themselves.

Responses may evaluate by discussing relative strengths and limitations and/or by comparing with an alternative.

Responses that evaluate psychoanalytic research in general without reference to application may be awarded a maximum of **[4 marks]**.

To achieve high marks, candidates must discuss the strengths as well as the limitations of the applications described in part (a). Mid band responses may offer either strengths or limitations. Low mark band answers will perhaps list evaluation points of psychodynamic psychology in general without referring to the applications described in part (a).

17. Describe and evaluate the structure and functioning of the personality in Freudian psychoanalytic theory. [20 marks]

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

Candidates may recall that Freud conceived of personality in terms of a three-part structure: the id, ego and superego. He proposed that every human is born with two fundamental drives: Eros and Thanatos. He also believed that the individual progresses through stages of psychosexual development: at each stage, a different part of the body becomes the centre of attention and a different object the centre of attraction. Freud's focus was not on ego or superego but on id, libido and drive. In contrast, some followers, however, selected the ego as the focus for the study of human personality, especially of the healthy personality.

Some responses may show an awareness that even if Freud's psychology may be unscientific, some of his concepts have been empirically researched with varying degrees of success. For example, despite the heavy weight of negative evidence about Freudian psychosexual development in infancy, there is strong support for what Freudians call anal character, reasonable support for the oral character, but little evidence in favour of other psychosexual syndromes. Furthermore, some studies tend to provide support for neo-Freudian and some post-Freudian thinking that it is the relationship between parents and child that is the most important factor in determining personality.

To achieve high marks, candidates must present an informed picture of the structure and functioning of the personality in Freudian psychoanalytic theory and must discuss strengths as well as limitations. Middle mark band answers will demonstrate knowledge and understanding but may offer minimal relevant evaluation. Award a maximum of **[5 marks]** for superficial description of psychoanalytic theory.

Additional evaluative comments might include alternate views of personality development, or the importance of relationships in personality development.

- 18. Assess the role of the unconscious and conscious mind on human behaviour in relation to *two* psychodynamic theories. [20 marks]**

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

Candidates may select Freud's theory and any neo-Freudian or post-Freudian approach. Where candidates select Freud's theory, they could present his topographical model of human functioning: the conscious, preconscious and unconscious regions of the mind. Candidates may also recall that Freud felt that different phenomena such as dreams, slips of the tongue and the pen, neurotic symptoms and acts as well as 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.

Jung's approach underscores the significance of a collective unconscious. He described an unconscious (different from Freud's depository of wishes and repressions) that is present in the newborn and is independent of his life experience. Furthermore, while corroborating Freud's theory of repression, Jung rejected Freud's emphasis on sexual motivation, and instead emphasized the importance of individuation, the enhancing of awareness, as a motive for development. Ego psychologists, such as Erikson, Anna Freud, Hartmann, introduced into psychoanalysis an expansion of the concept of ego. Rather than being the servant of the id, the ego's role has been extended: the ego possesses its own energy, which is not derived from the id, and has its own functions separate from the id. Further, these analysts suggested that the ego is free of the conflict produced when id impulses press for satisfaction. 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.

In order to achieve high marks candidates must clearly address both the unconscious and conscious mind. If only one of the two is addressed then a maximum of **[10 marks]** may be awarded.

If only one psychodynamic theory is considered a maximum of **[10 marks]** may be awarded.

Award a maximum of **[7 marks]** where only description of two theories is offered.

Social psychology

- 19. Assess the extent to which research from social psychology allows predictions to be made about individual and group behaviour. [20 marks]**

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

A range of research is applicable in responses to this question, with a breadth/depth trade-off. Topics concerning individual and group behaviour could include, but are not limited to, prejudice, obedience and conformity. The focus of the question is assessment of the extent to which relevant research allow predictions to be made about individual and group behaviour. Look for emphasis on this evaluative aspect in top band essays, with a balance in the consideration of both individual and group behaviour.

Mid band responses are likely to be characterised by accurately reported description of relevant research findings and limited evaluation of their applicability to individual and group behaviour. Discussion of relevant research without consideration of predictions should be awarded not more than **[7 marks]**. Responses that address only individual or group behaviour should be awarded a maximum of **[10 marks]**.

- 20. (a) Define prejudice in a way that distinguishes it from discrimination. [4 marks]**

Prejudice is a preconceived *opinion or judgment* formed without adequate consideration of relevant evidence, often based on perceived group membership, for example racism.

Discrimination is the unfair or prejudiced *treatment* of a person or group, for example racial discrimination.

That is, prejudice is an attitude, whilst discrimination is the resultant behaviour.

Award up to the full **[4 marks]** for a definition achieving clarification of understanding of the concept of prejudice as distinct from that of discrimination. A maximum of **[2 marks]** may be awarded to an answer demonstrating understanding only of prejudice **or** of discrimination.

- (b) Compare and contrast two ways in which prejudice can be reduced. [16 marks]**

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

The focus of this question is discussion of similarities and differences between the two selected ways of reducing prejudice. Appropriate choices may include, for example, social modelling, the contact hypothesis or therapeutic intervention. Comparison and contrast may be discussed in terms of, for example, empirical research, applications to everyday living, length of time taken to achieve results, *etc.* Astute responses may conclude that the causes of prejudice are so numerous and complex that any one strategy will not work in all situations.

Expect a balanced account of similarities and differences between the two selected ways in top band responses. Mid band answers are likely to over-emphasize description of relevant strategies to the detriment of the comparison required in the wording of the question. Where comparison is implicit, a maximum of **[8 marks]** may be awarded. Lowest band marks up to **[4 marks]** will be appropriate for responses simply listing descriptions of studies of prejudice.

Markband

- 0** If the answer does not achieve the standard described in markband 1 to 2, a mark of 0 should be recorded.
- 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.
- 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.
- 5 to 6** 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.
- 7 to 8** There is a basic structure to the answer. The question is addressed. The answer contains accurate knowledge and understanding but is mainly descriptive.
- 9 to 10** 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.
- 11 to 13** 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.
- 14 to 16** 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.

21. (a) Outline *one* research study investigating collective (e.g. crowd) behaviour. [6 marks]

Choice of study is wide and may investigate a range of theories focusing on collective behaviour, such as mob, crowd behaviour, deindividuation or aspects of collective cultural behaviour. Responses that outline only the methodology of the selected study should be awarded no more than **[3 marks]**. More complete responses will include the aims, method, findings and conclusions of the particular study.

Award **[5 to 6 marks]** for a clear and accurate outline of a relevant study.

Award **[3 to 4 marks]** for an accurate outline of a relevant study that lacks clarity.

Award **[1 to 2 marks]** for an outline of a relevant study lacking in clarity and accuracy.

(b) Describe how findings from the study outlined in part (a) have been applied. [6 marks]

A fairly wide range of applications of such studies has been made, including low-profile policing, football crowd control, management of political crowds, rallies and riots.

Award **[5 to 6 marks]** for a clear and accurate description of one or more relevant applications.

Award **[3 to 4 marks]** for an accurate description of one or more relevant applications which lacks clarity.

Award **[1 to 2 marks]** for a description of one or more applications lacking in clarity and accuracy.

(c) Evaluate the applications described in part (b). [8 marks]

Evaluation of the application of the described research findings may take the forms, for example, of consideration of the methodology used, of ethical considerations, alternatives, or usefulness of findings.

Top band responses **[6 to 8 marks]** will be characterised by informed commentary on applications of the findings. Mid band responses **[3 to 5 marks]** are likely to offer only minimal evaluation. Anecdotal evidence should not be credited. Bottom band answers **[1 to 2 marks]** will probably include minimal relevant material and/or lack focused evaluation of the application of findings.
