



# **MARKSCHEME**

**November 2008**

**PSYCHOLOGY**

**Higher Level and Standard Level**

**Paper 2**

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## Paper 2 markbands

*In applying the markbands 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 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.
- 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 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 3** 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 markband 1 to 3, a mark of 0 should be recorded.

## Comparative psychology

1. **In relation to non-human animal behaviour, to what extent can different types of altruism be interpreted as selfless?** **[20 marks]**

*Refer to the paper 2 markbands when awarding marks.*

Candidates should be aware of at least two different types of altruism but some may mention the three indicated in the *psychology guide*, namely reciprocal, delayed, and induced altruism.

For Darwin and many of his followers, his thesis that evolution favours survival of the fittest seems to be contradictory in view of the apparently unselfish behaviour that is involved in some behaviour associated with reproduction. Fitness in this context applies to the animal's ability to reproduce. Candidates need to address this apparent evolutionary contradiction in behaviour.

Delayed altruism can be seen in the behaviour of the Florida scrub jay whose habitat severely limits available nest sites. One offspring of the parent pair of jays will become a "helper at the nest" when it is fully fledged. Its task is to help raise young from subsequent broods by sharing nest building, feeding the nestlings and defending the nest against interlopers – other jays. This seems like pure altruistic behaviour until it is realised that the "helper at the nest" is staking a claim to occupy this precious nest site after his parents have died or have been driven off. Even with this Machiavellian behaviour there is an element of altruism since the helper can be claimed to be giving some of its life to increasing the fitness of its siblings, as well as its own fitness.

Reciprocal altruism is noted in vampire bats where successful bats returning from their night flight, having drunk blood from available mammals, will regurgitate blood to unsuccessful family members. This behaviour is reciprocated when the role of success and unsuccessful behaviour is reversed between family members. The reciprocation appears to be altruistic but can be claimed to be an application of Dawkins' selfish gene theory.

Award **[14 to 20 marks]** for responses that provide sound knowledge and understanding of at least two different types of altruism, and give a good indication of the extent to which it applies to the notion of selfless behaviour.

Award **[8 to 13 marks]** for responses that provide limited knowledge and understanding of at least two different types of altruism, and give some indication of the extent to which it applies to the notion of selfless behaviour.

Award **[1 to 7 marks]** for responses that show superficial knowledge and understanding of at least two different types of altruism.

Award up to a maximum of **[10 marks]** when only one type of altruism is addressed in the response.

Award up to a maximum of **[5 marks]** for responses that merely describe one example of altruistic behaviour.

2. Using *two non-human animal examples*, discuss how strategies used for mate selection increase fitness of the species. *[20 marks]*

*Refer to the paper 2 markbands when awarding marks.*

Any two non-human animal species can be used provided that their mate selection strategy is relevant to the question. As with question one, “fitness” in this context should be interpreted as the ability of animals to reproduce. Astute candidates are likely to choose a bird for at least one of the species. Male cuckoos could well illustrate relevant behaviour. For example, the first male cuckoos to arrive in early April in Northern Europe will select the best nest sites. The repetitive song has two functions: to ward off competing males and to announce to any female cuckoo that here is a male who has shown his fitness by obtaining a prime nesting site. If the female chooses to investigate she may be lured by a locality that has an ample supply of appropriate host nest sites.

Other song bird species, with rather more melodic and variable tunes, may also sing their songs to attract females, but in some cases the song has a local dialect that females use to determine a potential mate who has already shown valuable knowledge of the locality by virtue of his dialect.

Other birds such as peacocks or bell birds use the handicap principle (Zahavi, 1975) in order to attract females. These male birds have, respectively, either a very long spectacular tail or emit stupendously loud bell sounds to attract females. In either case they may well attract more predators than other birds less endowed in these characteristics. If they overcome these handicaps yet still survive, their offspring could also inherit these desirable traits. This is what makes such birds attractive to females as mates.

There are numerous examples available from many different species of mammals, fish, or insects.

Award *[14 to 20 marks]* for responses that provide sound knowledge and understanding of at least two different species and associated mating strategies, and provide a relevant and explicit discussion of how the strategies increase fitness.

Award *[8 to 13 marks]* for responses that provide limited knowledge and understanding of at least two different species and associated mating strategies, and give some indication of how these increase fitness.

Award *[1 to 7 marks]* for responses that show superficial knowledge and understanding of two different species and associated mating strategies.

Award up to a maximum of *[10 marks]* where only one example is discussed.

3. (a) **Outline *two* studies in which attempts were made to teach language to non-human animals.** [6 marks]

Attempts to teach language have included the use of keyboard and computer, symbols, visual signals or acoustic language.

The most likely species to choose will all be primates, but other relevant animals could be used, including parrots (Pepperberg, 1983) and dolphins (Herman *et al.*, 1984). Earlier primate studies include Kellogg & Kellogg, Hayes & Hayes, Gardner & Gardner. Later developments have been by Rumbaugh and Savage-Rumbaugh with various chimps and bonobos – Panzee and Kanzi.

The outlines could include reference to the aim, hypothesis, design, procedure, findings, conclusion, *etc.*

For each study outlined:

Award [3 marks] for answers that summarize clearly the main aspects of the study in which attempts were made to teach language to animals.

Award [1 to 2 marks] for a summary of the main aspects of a relevant study lacking in clarity.

- (b) Evaluate the success of each of the attempts that you have outlined in part (a).** **[14 marks]**

*Refer to the scaled paper 2 markbands below when awarding marks.*

Each of these studies has attracted criticism in terms of the methodology employed, claims for success, ethics and researcher interpretation of language. Essays should indicate the relative success that attempts have achieved, having in mind that the earlier efforts were breaking new ground and had little in the way of theories or other studies on which to build.

Better answers are likely to address the meaning of language in the context of teaching non-human animals. While there is no need to justify that the language employed must be human in origin, there should be an attempt to justify it as a language that can be deciphered as such by humans.

Award **[10 to 14 marks]** for a detailed evaluation of the success of attempts to teach language in each of the two studies outlined in part (a).

Award **[5 to 9 marks]** for a limited evaluation that addresses the success of each of the studies outlined.

Award **[1 to 4 marks]** for superficial evaluation of each of the outlined studies that does not address the “success” aspect of the question. Marks should also be awarded in this range where detailed description of the two studies is provided without evaluation.

Award up to a maximum of **[7 marks]** where only one of the two studies outlined is evaluated.

**Scaled paper 2 markbands out of 14**

- 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 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.
- 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 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 2** 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 standard described in markband 1 to 2, a mark of 0 should be recorded.



## Cultural psychology

### 4. Evaluate the use of cultural dimensions in explaining human behaviour. [20 marks]

*Refer to the paper 2 markbands when awarding marks.*

Within cultural psychology, cultural dimensions can be defined as continuums or constructs that represent values, beliefs or behaviours that are typical at a culture-level of analysis. Culture-level analysis aggregates data from individuals within a culture and results in an average that best represents the culture as a whole. Many cultural dimensions have been researched by psychologists, including individualism-collectivism, masculinity-femininity, power distance, Confucian dynamism, polychronism-monochronism, among others. While discussion of various dimensions may be relevant in a response to this question, the essays should focus on evaluating their use to explain behaviour.

Award **[14 to 20 marks]** where responses provide balanced evaluation of the use of cultural dimensions in explaining human behaviour. Responses in this range should discuss the benefits of, and pitfalls surrounding, the process of generalizing cultural dimensions to individual behaviour.

Award **[8 to 13 marks]** where responses provide an imbalanced or limited evaluation of relevant cultural dimensions as applied to explaining human behaviour. Responses in this range may also be overly focused on description of particular cultural dimensions.

Award **[1 to 7 marks]** for limited description of relevant cultural dimensions with no attempt at evaluating their use in explaining human behaviour.

5. (a) **Distinguish between the terms *universal behaviour* and *culturally-specific behaviour*.** [4 marks]

Award [3 to 4 marks] for responses that clearly differentiate between behaviour that is seen to be universal and behaviour that is unique to a particular culture.

Award [1 to 2 marks] for responses that are less clear or do not fully distinguish between the two terms.

- (b) **Examine two or more empirical research studies investigating universal behaviour.** [16 marks]

*Refer to the scaled paper 2 markbands below when awarding marks.*

Research studies chosen in response to this question may come from any part of the cultural psychology option, or other relevant areas within cultural psychology. All studies should investigate behaviour that is universal by researching new topics in different cultures or by attempting to replicate studies within a new culture to see if findings are culturally universal. Marks may only be awarded for examination of empirical research, which is structured research utilizing any of a number of research methodologies. Discussion of theory without mention of empirical studies should receive no credit.

Award [12 to 16 marks] for a well-balanced and detailed examination of relevant studies. Examination includes approaching these studies in a critical and detailed manner.

Award [7 to 11 marks] where the examination is less explicit and the response is overly descriptive of the research studies, thus lacking critical examination.

Award [1 to 6 marks] for superficial descriptive accounts of relevant studies that lack examination. Responses making generalized statements about culturally universal behaviour should be awarded marks at the lower end of this range.

Responses that do not address more than one study may be awarded up to a maximum of [8 marks].

**Scaled paper 2 markbands out of 16**

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- 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. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 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. Cultural, ethical, gender or methodological considerations are present and appropriate to the question.
- 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. There may be minimal reference to cultural, ethical, gender or methodological considerations appropriate 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. 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 markband 1 to 3, a mark of 0 should be recorded.

**6. Discuss two or more applications of research from cultural psychology. [20 marks]**

*Refer to the paper 2 markbands when awarding marks.*

The term “research” is broadly defined to include both theories and studies, with both meriting equal credit. Research from cultural psychology has been applied by migration specialists for easing the transition of immigrants, international sojourners moving overseas for a short-term contract, and international students going to university in a different country, among others. Cultural assimilators and cross-cultural awareness programmes have been developed and deployed by large, international companies.

Award **[14 to 20 marks]** for a detailed and thorough discussion of two or more relevant applications. Responses in this range should balance the discussion of the underlying research and its application.

Award **[8 to 13 marks]** for responses that offer limited discussion of two or more relevant applications. Such responses tend to be overly descriptive of the applications, research, or both.

Award **[1 to 7 marks]** for responses that offer superficial description of appropriate applications or research. Responses in this range may fail to link the research to its application or may provide generalized commentary.

Where only one application is considered award up to a maximum of **[10 marks]**.

## The psychology of dysfunctional behaviour

### 7. Analyse *one* etiology and *one* treatment of *one* dysfunctional behaviour. [20 marks]

*Refer to the paper 2 markbands when awarding marks.*

The question asks candidates to present an analysis which will indicate the relevant inter-relationship between etiology and treatment for one specific type of dysfunctional behaviour and also include a critical view of the etiology and treatment presented.

Responses should demonstrate accurate knowledge and understanding of one explanation of possible causes of the chosen dysfunctional behaviour and an understanding of the impact this etiology has on the treatment offered. Regardless of the type of dysfunctional behaviour chosen (*e.g.* general disorders such as: anxiety, affective disorders or schizophrenia, or specific disorders such as: phobia, bulimia, SAD), the answer should reflect knowledge and understanding of how the selected etiology affects the treatment or therapy used for the specific type of dysfunctional behaviour.

Award [**14 to 20 marks**] for responses demonstrating accuracy and relevance in the presentation of etiology and treatment of one specified type of dysfunctional behaviour. High range answers will also clearly address the command word “analyse” and explicitly explain the relationship between the etiology and treatment. Critical commentary may refer to appropriateness and effectiveness of therapy or treatment. Reference may also be made, for example, to ethical or cultural factors.

Award [**8 to 13 marks**] for responses that include appropriate and accurate description of the etiology and treatment of one specific type of dysfunctional behaviour accompanied by a limited attempt to explain the relationship between the etiology and the treatment. Critical commentary may be relevant but limited.

Award [**1 to 7 marks**] for responses that provide very limited descriptions of the etiology and treatment of one specific type of dysfunctional behaviour.

If either only etiology or only treatment is described and accompanied by some critical commentary, up to a maximum of [**5 marks**] may be awarded.

If the response merely describes one dysfunctional behaviour, without reference to a cause or treatment, up to a maximum of [**3 marks**] may be awarded.

**8. (a) Outline the main features of *one* classificatory system. [6 marks]**

The first part of the question requires candidates to choose only one classificatory system and outline it. This is a straightforward question requiring the demonstration of solid knowledge and understanding of a classificatory system. Most candidates will present DSM-IV or ICD-10, although other systems might be offered: Chinese Classification of Mental Disorders Version 3 (CCMD-3); the Third Cuban Glossary of Psychiatry (GC-3); or Latin American Guide for Psychiatric Diagnosis (GLADP). Responses could refer to the function of a classificatory system.

Award [5 to 6 marks] if the outline is accurate and relevant.

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

Award [1 to 2 marks] if an appropriate classification system is identified. The outline contains inaccuracies and/or is only marginally relevant.

Answers solely describing concepts of normality and abnormality without making reference to a specific classification system should not be awarded marks.

- (b) **To what extent is the use of a classificatory system effective in the diagnostic process?** **[14 marks]**

*Refer to the scaled paper 2 markbands below when awarding marks.*

It is equally acceptable for candidates to respond in terms of the extent of the effectiveness of classificatory systems in general, or one classificatory system in particular. Answers should present a clear justification of the extent to which a classificatory system is effective, and this should be supported with knowledge-based arguments. Responses may refer to problems of validity and reliability of a classificatory system. Higher quality responses may discuss empirical findings referring to these problems – for problems relating to reliability *e.g.* Phillips & Draguns (1971); Cooper *et al.* (1972); Di Nardo (1993); Nicholls (2000); for problems relating to validity *e.g.* Andrews *et al.* (1999); Pilgrim (2000).

Since the question asks for a judgment about the extent of the effectiveness of a classificatory system, a response that explains that a classification system is necessary for effective communication between professionals in research and clinical contexts, for choosing appropriate treatment, *etc.* should be awarded credit.

Award **[10 to 14 marks]** for responses that present a conclusion about the extent of the effectiveness of a classificatory system in the diagnostic process supported by relevant strengths and limitations of the system.

Award **[5 to 9 marks]** for responses that are overly descriptive offering a limited presentation of strengths and/or limitations.

A maximum of **[7 marks]** is available where only strengths or limitations are discussed.

Award **[1 to 4 marks]** for responses that present superficial, stereotypical knowledge of strengths and limitations of the classification system or for responses that provide a general account of the diagnostic process.

**Scaled paper 2 markbands out of 14**

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- 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 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 2** 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 standard described in markband 1 to 2, a mark of 0 should be recorded.



**9. Describe and evaluate *two* empirical studies related to the psychology of dysfunctional behaviour. [20 marks]**

*Refer to the paper 2 markbands when awarding marks.*

A range of research studies from psychology of dysfunctional behaviour may be offered, for example: “Little Hans” study (Freud, 1909); “A case of multiple personality” (Thigpen and Cleckley, 1954), *etc.*

Although the syllabus in this area does refer to studies from psychology of dysfunctional behaviour, it is legitimate for candidates to draw on material from the biological, cognitive and learning perspectives as applied to dysfunctional behaviour (*e.g.* conditioning of phobias, depression). Equally acceptable will be examples of studies focusing on stereotyping of patients, stigmatization or labeling. Examiners should also be aware that since the question does not exclude animals it will be open to candidates to use the whole range of empirical studies used in animal research that relates to the topic of dysfunctional behaviour. Pavlov conducted learning studies in which he classically conditioned “experimental neurosis” into dogs; Seligman and Maier demonstrated learned helplessness in dogs which may correlate with depression in humans. Some experiments have shown that rats and primates can be conditioned to fear some stimuli more readily than others because of their great significance for survival.

Award **[14 to 20 marks]** for accurate description and thorough evaluation of two relevant empirical studies. Evaluation may be made in terms of cultural, ethical, methodological and gender considerations; for example, ethical considerations of deception may be discussed in relation to Rosenhan's research study.

Award **[8 to 13 marks]** for answers that include appropriate and accurate description of two research studies accompanied by a limited attempt at evaluation.

Award **[1 to 7 marks]** for answers that provide very limited descriptions of the two research studies. If only one study is described a limit of **[5 marks]** may be awarded.

Award up to a maximum of **[10 marks]** for answers providing only description of two appropriate research studies however detailed. If just one research study is described and evaluated then such work should be marked out of a maximum of **[10 marks]**.

## Health psychology

**10. Describe and evaluate *two* applications of research findings or theories from health psychology. [20 marks]**

*Refer to the paper 2 markbands when awarding marks.*

Examiners should interpret “health psychology” fairly broadly and essays could go well beyond the limited, but relevant, range mentioned in the syllabus – stress, addictive behaviour and physical or mental health research.

Health psychology promotes an understanding of behaviour that leads to a healthier lifestyle. Given this broad description from the IB *psychology guide*, examiners should expect theories or research findings from studies that could include research that deals with therapies for any health related problem such as smoking, conception, sexually-transmitted disease, diabetes, stroke, blood pressure, cardiac problems or addictive behaviour across a wide range of symptoms.

Award **[14 to 20 marks]** for responses that show well-developed description and evaluation of two relevant applications of theories or research studies within health psychology.

Award **[8 to 13 marks]** for responses that show reasonable relevant description and a limited attempt to evaluate two relevant applications related to theories or research studies from health psychology.

Award **[1 to 7 marks]** for responses that present limited description without evaluation of two relevant applications, or that do not relate these to theories or research studies from health psychology.

Candidates who present only one application should be awarded marks on a scale that has a maximum of **[10 marks]**.

11. (a) **Outline two research methods (e.g. experiments, observations, interviews) that are used in health psychology.** [10 marks]

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

Responses may outline research methods other than those presented as examples in the question. These may include case studies, correlational studies, or surveys. The question clearly states the need for research methods to be outlined and answers that offer medical techniques or treatments should not be given credit in this context. While there is no directive in part (a) to require health psychology studies to be included in answers, these will often be given and where these are used to illuminate an outline of a method they should be given credit.

For each relevant research method outlined:

Award [4 to 5 marks] for accurate summaries of the main aspects.

Award [1 to 3 marks] for summaries that lack clarity. Superficial summaries should also be awarded marks in this range.

- (b) **Evaluate the research method used in one research study from health psychology.** [10 marks]

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

In this part of the answer it is essential to use a relevant study from health psychology to evaluate the method chosen. For example, Siegman *et al.* (1992) used an experiment when they measured cardiovascular activity of male patients who were exposed to stress in a laboratory environment; it was found that their heart rate and blood pressure increased. Participants felt very angry at the stress stimulus that was used. But the level of stress recorded was not related to their experience of anger, but to their blood pressure. Men, when provoked, demonstrate increased levels of cardiovascular activity. Women, in parallel tests, showed a markedly lower level of cardiovascular activity. The use of such an experiment can be criticized on grounds of ecological validity, but its control of variables did reveal important findings. The interviews held subsequently also provided valuable insight in a triangulated approach to research.

Award [7 to 10 marks] for answers that present detailed evaluation of one relevant research method, used in a relevant study from health psychology.

Award [4 to 6 marks] for answers that present limited evaluation of one relevant research method, with superficial reference to a research study in health psychology.

Award [1 to 3 marks] for superficial general evaluation of one relevant method without reference to health psychology, or for description and/or evaluation of a specific research study from health psychology.

**12. Discuss the predictive value of studies or theories of substance use and misuse. [20 marks]**

*Refer to the paper 2 markbands when awarding marks.*

Many candidates will be well informed on matters related to this topic but some may incorporate anecdotal evidence in their answers. This should not be awarded credit unless it is used explicitly to clarify the studies or theories that are being discussed.

Examples of studies or theories can be drawn from any substance use or misuse whether these substances are taken for recreational or medical reasons. For example, DiClemente *et al.* (1991) conducted a study to test a theory on stages of smoking cessation. They had previously identified a “four stages of change” model:

Pre-contemplation: not seriously considering quitting in the next 6 months

Contemplation: considering quitting in the next 6 months

Action: making behavioural change

Maintenance: maintaining these changes

The model is dynamic rather than linear with people moving between stages backwards or forwards. Those participants considering quitting in the next 30 days of questioning were categorized as being in the preparation sub-stage (of the contemplation stage). They were found to smoke less, show more self-efficacy, rate the advantages of smoking less and the costs of smoking as higher. Six months later, the preparation stage smokers were more likely to have ceased smoking than those who had been categorized as being earlier in the contemplation stage. The outcomes of this study indicate that the study has strong predictive validity. The researchers claim that their model is very useful in predicting successful outcomes for any smoking intervention study.

There are several studies on nicotine alone (*e.g.* Brown *et al.*, 1984) on nicotine fading; nicotine replacement therapies, (Killen *et al.*, 1990); self help groups (Lichtenstein & Glasgow, 1992). There are many studies on a huge range of substance use and misuse.

Award **[14 to 20 marks]** for responses that show well-developed discussion and are competent at relating the mentioned theories or research studies to their predictive value.

Award **[8 to 13 marks]** for responses that show limited discussion of relevant theories or studies, and only a minimal attempt to relate these to their predictive value.

Award **[1 to 7 marks]** for responses that present description and/or superficial discussion of relevant theories or studies and do not relate these to their predictive value.

## Lifespan psychology

### 13. Discuss changes in identity.

*[20 marks]*

*Refer to the paper 2 markbands when awarding marks.*

Answers should present a considered review of theories or empirical studies addressing the issue of identity, showing how individuals come to define and redefine themselves, their priorities and their place in the social world.

Identity construction is a lifelong process. Childhood leaves the person with a unique pool of resources and handicaps that will be called upon in the making of an identity. According to Erikson, this achievement is a central issue of adolescence and his theory has been subjected to extensive empirical investigation such as Marcia's studies. Yet many theorists, including Erikson himself, suggest that identity issues persist throughout the adult years. For instance, Robert Kegan presents an "evolving self" perspective, which describes how the individual attempts to differentiate him or herself from the world while acknowledging that each person is a part of the world. Even in later adulthood, the problem of identity is still challenging. According to Susan Whitbourne, one of the tasks in later adulthood is to manage a balance between consistency of identity and gradual openness to the very real changes in one's life; the process of maintaining a consistent identity is something like the adaptive process defined by Piaget.

Award *[14 to 20 marks]* for responses that offer well-developed discussion of theories and/or empirical studies explaining changes in identity.

Award *[8 to 13 marks]* for responses that offer appropriate description of theories and/or empirical studies explaining changes in identity, with limited discussion.

Award *[1 to 7 marks]* for responses that present limited description of the phenomenon of identity, with no discussion.

**14. Compare and contrast how *two* theories in lifespan psychology explain socialization. [20 marks]**

*Refer to the paper 2 markbands when awarding marks.*

Relevant content may refer to approaches such as cognitive, social learning, ethological or sociobiological. For example, the central premise of Piagetian theory in this respect is that the child is engaged in “self-socialization”. Piaget sees the child as embarking upon an active search for information that will guide his or her social behaviour. Social learning theories place greater emphasis on the influence of environmental variables and view development as continuous rather than in stages. Ethological, sociobiological and related theories highlight genetic imperatives and heritability though admitting important contributions from environmental factors. Answers may highlight considerable overlaps among these theoretical approaches, as well as important differences. For instance, an emphasis on biological endowment is shared by the ethological, sociobiological and Piagetian interpretations; stress on cognition as a moderator of behaviour is common to Piagetian theory, ecological theory and some models of social learning theory such as Bandura’s. However, there are differences among them in terms of the relative weights attached to different factors.

Award **[14 to 20 marks]** for responses that offer an informed commentary on the similarities and differences between two theories related to socialization. Such answers should address the extension of socialization at least into adolescence.

Award **[8 to 13 marks]** for responses that present appropriate description but limited comparison of two relevant theories.

Award **[1 to 7 marks]** for responses that provide limited description of the two theories with little or no comparison or responses that offer limited description of the theories without relating them to socialization.

Award up to a maximum of **[10 marks]** where only similarities or differences are provided.

- 15. Explain how cultural considerations may affect psychological research related to adolescence. [20 marks]**

*Refer to the paper 2 markbands when awarding marks.*

Answers may recall that experiences of adolescence are, in many respects, historical and cultural events that are subject to continuous shifts and shaped by many factors such as prolonged dependence, mass media, and global crisis. Consequently, adolescence is a very difficult period about which to make generalizations. It would be appropriate to refer to studies, such as Mead’s or Elder’s research that try to distinguish developmental processes common to all adolescents, on the one hand, from changes that youths experience because they grow up in a particular place and time. Answers may also recall that different cultures offer quite different experiences to their young. Rites of passage, for example, are more typical of collectivist societies. Moreover, many behaviours, such as sexual practices, vary over time because, in large part, adolescents view themselves according to the cultural norms of the time in which they live. Theorists, such as Baethge, argue that no “snapshot” of youth should be taken because the experience and resolution of adolescence will continue to change as societies themselves change.

Award **[14 to 20 marks]** for responses that offer detailed attention to a narrow range of cultural considerations or less detailed attention to several cultural considerations. The impact of these cultural considerations on psychological research related to adolescence should be explained.

Award **[8 to 13 marks]** for responses that present a review of cultural differences in relation to adolescence in a mainly descriptive way with minimal explanation of the effect these cultural differences have on psychological research related to adolescence.

Award **[1 to 7 marks]** for responses that offer superficial description of the concept of adolescence without referring to cultural considerations, or that present a general discussion of cultural considerations without relating them to psychological research into adolescence.

## Psychodynamic psychology

16. With reference to research studies, discuss *two* research methodologies (e.g. case study, experiment) that are used in psychodynamic psychology. [20 marks]

*Refer to the paper 2 markbands when awarding marks.*

Answers should present a considered review and a balanced discussion of two relevant research methodologies, offering informed commentary on both strengths and limitations of the two methodologies. At least one example of each research methodology should be used to support the discussion.

Appropriate content may refer to research methods often used in psychodynamic psychology such as case study, observation, clinical interview and may refer to specific examples such as Freud's case histories, Erikson's psychohistory method, Jung's word-association test. Relevant content may also present the attempts to test psychodynamic concepts experimentally using examples such as Hall's investigation of the Oedipus complex in dreams. As the question is about research methodologies, responses focusing solely on therapeutic techniques should attract few marks. Dream analysis and free association should not be described as techniques of research in themselves but are acceptable as part of a case study method.

Discussion of methodology may include reference to validity, reliability, possibility of generalization, or ethical, gender and cultural considerations.

Award [14 to 20 marks] for responses that offer informed and balanced discussion of two relevant research methodologies with explicit references to appropriate examples or research studies.

Award [8 to 13 marks] for responses that offer clear description and examples of two appropriate methodologies but discussion is limited.

Award [1 to 7 marks] for responses that describe two relevant research methodologies without explicit reference to appropriate examples of research studies.

Award up to a maximum of [3 marks] for responses that offer descriptions of therapeutic techniques but do not frame these in the context of research methods or development of psychodynamic theories.

Award up to a maximum of [10 marks] for responses that discuss only one relevant research methodology.



17. “An assumption of the psychodynamic approach is the idea that adult behaviour is a product of the experience of the infant.”

Compare and contrast *two* theories that reflect this statement.

[20 marks]

*Refer to the paper 2 markbands when awarding marks.*

Answers should present similarities and differences between two theories in relation to the influence of childhood experience on human behaviour.

Most answers are likely to present Freudian theory and to compare it with another psychodynamic theory such as those developed by Jung, Erikson, Klein or Adler. It would also be appropriate to present ego theorists such as Anna Freud or Hartmann, self-theorists such as Kohut or Fromm, or object-relations theorists such as Winnicott or Mahler. Relevant content may refer to the idea that the psychodynamic theories place great significance on the experiences of childhood, and in particular, on the resolution of conflicts, which arise during the first years of life. However, these theories view the importance of childhood experience in different ways. For instance, according to Freud, a child’s first experiences have a powerful influence on later behaviour through moulding the mind to form the foundations on which the adult personality is built. Absence of radical change after childhood is clearly assumed by Freud. In another way, object-relations theorists, for instance, emphasize the importance of the first two years of life rather than the Oedipus phase and the infant’s relationships to important figures rather than sexual needs and drives.

Award [14 to 20 marks] for responses that provide a well-developed discussion of both similarities and differences between two theories explaining the influence of childhood experiences on adult behaviour.

Award [8 to 13 marks] for responses that offer detailed description of two theories explaining the influence of childhood experiences on adult behaviour, but do not explicitly compare and contrast them, or where there is an imbalance in the presentation of the two theories.

Award [1 to 7 marks] for responses that offer limited description of relevant theories with minimal reference to the influence of childhood experience on adult behaviour.

Award up to a maximum of [10 marks] for responses that discuss only similarities or differences.

Award up to a maximum of [5 marks] for responses that merely describe one theory.

**18. Compare and contrast the role of the unconscious mind in *two* psychodynamic theories. [20 marks]**

*Refer to the paper 2 markbands when awarding marks.*

The focus of the question is on the role of the unconscious mind. Most answers are likely to compare Freudian theory with Jung's, as the unconscious is as important in the Jungian model as it is in Freud's. However, appropriate comparisons could also be made between Freud's theory and ego psychology, object-relations theory or any other neo-Freudian theories. Whichever theory is selected, answers should present similarities and differences in the way that the theories assess the role of the unconscious mind.

Answers may recall that Freud viewed the unconscious as a dynamic force, believing that material in the unconscious is mostly disturbing in nature and requires the expenditure of mental energy to prevent it from forcing itself into consciousness. Such material can only reach awareness by devious means such as dreams, slips of the tongue, neurotic symptoms as well as irrational behaviour. If the comparison is made with Jungian theory, it would be appropriate to refer to the fact that Jung's picture of the unconscious is on two levels: the personal unconscious that roughly corresponds to Freud's concept of the unconscious and the collective unconscious that contains the collective beliefs and myths common to all humanity. According to Jung, it is the collective unconscious that holds the key to the patient's problems. Jung also extended the Freudian concept of unconscious symbols and thought of universal symbols referred to as archetypes.

Award **[14 to 20 marks]** for responses that offer clear understanding of the role of the unconscious mind as assessed by two appropriate theories and present the similarities and differences between the two explanations.

Award **[8 to 13 marks]** for responses that present a description of the way two appropriate theories assess the role of the unconscious mind but offer limited or implicit comparison of the theories.

Award **[1 to 7 marks]** for responses that describe two psychodynamic theories in general without referring to the role of the unconscious mind and/or without making any comparison.

Award up to a maximum of **[10 marks]** for responses that offer either similarities or differences.

Award up to a maximum of **[5 marks]** for responses that merely describe one psychodynamic theory related to the role of the unconscious mind

## Social psychology

### 19. Discuss ethical considerations in social psychology research studies.

[20 marks]

*Refer to the paper 2 markbands when awarding marks.*

This is a very broad question that allows the student to demonstrate their knowledge of ethical considerations in the context of social psychology research. Ethical considerations that may be discussed include: the use of deception, obtaining informed consent, the right of participants to withdraw, confidentiality, anonymity and potential harm to the individual. A wide variety of studies can be used to illustrate these considerations, for example studies by Sherif, Asch, Zimbardo, Milgram, Hofling and Moscovici. Responses may refer to the way in which methodological considerations may impact upon ethical considerations, for example the conflict between obtaining informed consent and observing natural behaviour could be illustrated by Hofling *et al.*'s 1966 study of obedience in nurses, or Rosenhan's 1973 study, "on being sane in insane places".

Award [14 to 20 marks] for responses that offer detailed discussion of more than one ethical consideration with explicit reference to studies in social psychology.

Award [8 to 13 marks] for responses that offer discussion of appropriate ethical considerations with limited reference to studies in social psychology.

Award [1 to 7 marks] for responses that provide descriptive accounts of social psychology studies with no reference to relevant ethical considerations. Where ethical considerations are described in a general manner, unspecific to social psychology studies, award marks in this range.

Award up to a maximum of [10 marks] where only one ethical consideration is discussed.

**20. (a) Outline one psychological study of conformity. [6 marks]**

Responses should summarize the main features of one of the classical studies of conformity, for example studies by Sherif, Asch or Crutchfield, or Zimbardo's prison simulation as long as the conformity aspects are clearly addressed. The outline could include aim, hypothesis, design, participants, procedure, results, findings, conclusion, *etc.*

Award **[4 to 6 marks]** for responses that offer an accurate outline of a relevant empirical study which offers a range of features of the study.

Award **[1 to 3 marks]** for responses that offer a superficial or limited outline of a relevant empirical study, for example where only the procedure is outlined.

**(b) Discuss how cultural considerations may affect interpretation of behaviour in psychological studies of conformity. [14 marks]**

*Refer to the scaled paper 2 markbands below when awarding marks.*

Conformity studies have been replicated at different times and among different cultural groups. Research has found higher levels of conformity among collectivistic/interdependent cultures (*e.g.* India, Japan) than in individualistic/independent cultures (*e.g.* North America). Some candidates may make reference to cross-cultural meta-analyses of conformity studies (*e.g.* Bond & Smith, 1996) which have shown that the more collectivist the culture, the higher the level of conformity among its members.

Award **[10 to 14 marks]** for accurate and well-developed discussion of cultural considerations in conformity research and how these may affect how the findings are interpreted.

Award **[5 to 9 marks]** for responses that discuss relevant cultural considerations but where attempts to link these to effects on interpretation of findings are limited.

Award **[1 to 4 marks]** for responses that describe cultural considerations in a general or over-simplified manner and with no attempt to link these to interpretation of findings in social psychology research.

**Scaled paper 2 markbands out of 14**

- 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 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.
- 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 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 2** 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 standard described in markband 1 to 2, a mark of 0 should be recorded.

21. With reference to research studies, describe and evaluate *two* research methodologies (e.g. experiment, observation, interview) used in social psychology. [20 marks]

*Refer to the paper 2 markbands when awarding marks.*

In social psychology researchers try to obtain socially meaningful data about human beings as social animals. Relevant methodologies may include various forms of experiments, interviews and participant observations. Evaluation of the methodologies could include reference to strengths and limitations, gender, cultural and ethical considerations and ecological validity. Reference to social psychology research studies should be made to illustrate the chosen methodologies.

Award [14 to 20 marks] for responses that offer detailed description and balanced evaluation of two different methodologies used in social psychological research illustrated by appropriate research studies.

Award [8 to 13 marks] for responses that describe two different methodologies used in social psychology making reference to social psychology research studies, but where evaluation is limited.

Award [1 to 7 marks] for responses that briefly describe two different methodologies used in social psychology with minimal reference to relevant studies.

Award up to a maximum of [10 marks] for responses that only describe and evaluate one relevant methodology.

Detailed descriptions of empirical studies and findings without explicit reference to the methodologies used may be awarded up to a maximum of [5 marks].

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