



International Baccalaureate®
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Bachillerato Internacional

Psychology

Higher level and standard level

Specimen papers 1, 2 and 3

For first examinations in 2011

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**PSYCHOLOGY
HIGHER LEVEL AND STANDARD LEVEL
PAPER 1**

SPECIMEN PAPER

2 hours

INSTRUCTIONS TO CANDIDATES

- Do not turn over this examination paper until instructed to do so.
- Section A: answer all the questions.
- Section B: answer one question.

SECTION A

Answer **all** questions in this section. Marks will be awarded for focused answers supported by relevant knowledge.

Biological level of analysis

1. Explain how **one** study demonstrates localization of function in the brain. [8 marks]

Cognitive level of analysis

2. Outline **two** principles that define the cognitive level of analysis. [8 marks]

Sociocultural level of analysis

3. Explain **one** compliance technique. [8 marks]

SECTION B

Answer **one** question in this section. Marks will be awarded for demonstration of knowledge and understanding (including the use of relevant psychological research), evidence of critical thinking (e.g. application, analysis, synthesis, evaluation), and organization of answers.

4. To what extent does genetic inheritance influence behaviour? Use relevant research studies in your response. [22 marks]
 5. Discuss the use of **one** research method (e.g. experiments, case studies) in the cognitive level of analysis. Use relevant research studies in your response. [22 marks]
 6. Evaluate the role that **one** cultural dimension (e.g. individualism/collectivism, power distance) may have on behaviour. [22 marks]
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MARKSCHEME

SPECIMEN PAPER

PSYCHOLOGY

Higher Level and Standard Level

Paper 1

SECTION A

Biological level of analysis

1. Explain how *one* study demonstrates localization of function in the brain. [8 marks]

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

Studies which could be used include, but are not limited to:

- Wernicke
- Broca
- Gazzaniga and Sperry
- Milner HM case study

More recent research is also relevant *e.g.* research using brain scanning.

Responses meriting the award of marks in the top bands should clearly explain a relevant study whereby the aim, method and findings are presented, displaying clear understanding of and support for localization of function through the chosen study.

Section A markbands

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

Responses should address just one study, and where more than one study is presented no further marks should be awarded.

Cognitive level of analysis

2. Outline two principles that define the cognitive level of analysis.

[8 marks]

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

In a broad sense these principles suggest the nature of basic psychological processes and they provide information that is important to consider critically the viewpoint of the level of analysis within psychology as a whole. There are a number of principles that are common to theorists from the cognitive level of analysis. Examples include the principle proposing that unobservable mental processes can explain observable behaviour; that models of psychological functions can be scientifically studied; or that cognitive processes actively organize and manipulate information. All of these would be appropriate choices.

Another relevant principle for the cognitive level of analysis is the principle that cognitive processes are influenced by social and cultural factors. According to Bartlett, memories are organized within the historical and cultural frameworks (which Bartlett called “schemata”) of the individual, and the process of remembering involves the retrieval of information which has been unknowingly altered in order that it is compatible with pre-existing knowledge. Participants omitted information they regarded as irrelevant, changed the emphasis to points they considered to be significant, and rationalized the parts that did not make sense in order to make the story more comprehensible.

Section A markbands

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

Sociocultural level of analysis

3. Explain *one* compliance technique.

[8 marks]

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

Compliance techniques mentioned in the guide include: low-balling, foot-in-the-door, and reciprocity. Any one of these may be appropriate, as well as other relevant techniques such as door-in-the-face or ingratiation. The best examples should be supported by psychological research or theory, *e.g.* Cialdini.

Section A markbands

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

Anecdotal material will not be awarded marks.

Section B assessment criteria**A — Knowledge and comprehension**

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

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

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

C — Organization

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

SECTION B

- 4. To what extent does genetic inheritance influence behaviour? Use relevant research studies in your response. [22 marks]**

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

The command term “to what extent” requires the candidate to consider the merits or otherwise of an argument regarding the influence of genetics on behaviour. The aim of the essay is to produce an informed conclusion, whereby opinions and judgments are presented clearly and supported with appropriate evidence and sound argument. Candidates may include issues regarding the methods used to investigate genetic influences, *i.e.* family resemblance correlations, molecular genetics, *etc.* The debate regarding how genes specifically express their influence on behaviour is also likely to be raised, including the impact of the environment on the genes themselves and/or the fact that some genes have a more direct effect than others, such as Huntington’s disease.

Responses omitting relevant research studies will not attract marks.

5. **Discuss the use of *one* research method (e.g. experiments, case studies) in the cognitive level of analysis. Use relevant research studies in your response.** [22 marks]

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

The methods of investigation undertaken by cognitive psychologists range from laboratory experiments to interviews in everyday situations. They have in common the aim of obtaining relevant information on mental processes used to acquire, store, retrieve and apply knowledge about the world.

The two examples provided in the question should hopefully prevent candidates from giving material that is not relevant to research methods. The experimental method should be well known but it needs to be presented as an explicit method for the cognitive level of analysis. Examples of research studies should be used to illustrate how the experimental method relates to the cognitive level of analysis. Experiments may be exemplified by the work of Bartlett, Bandura or Elizabeth Loftus. Discussion of the experimental method could be provided especially in terms of validity and reliability, sample choice and generalizability of findings, *etc.* Cultural, ethical and gender evaluation may provide useful arguments, as in, for example, gender variation in rates of susceptibility to biased questioning in eye-witness testimonies: Stern's study in 1904 provided evidence that women's eyewitness testimony was less accurate and less resistant to the influence of misleading information than men's; however, Stern's two groups were not comparable in age. Other studies by Bringmann and colleagues in 1986 did not replicate Stern's findings using comparable age groups.

The case study method is often used in the cognitive level of analysis as it may provide new and rich information about mediating processes which might otherwise not be discovered. For example, the case of S.B., a blind man given sight in adulthood, gave researchers a particularly detailed insight into the processes and experiences of perception, highlighting aspects of the experience which had not previously been suspected.

Other examples of case studies in the cognitive level of analysis are the case of Clive Wearing, or Luria's research on the exceptional memory of S.V.

Award high marks for clear discussion of the chosen examples of an appropriate research method. The presentation should include an evaluation that illustrates a balance of advantageous and disadvantageous aspects of the method employed.

Limited responses may try to bring general knowledge of research methods to this question without much understanding of their specific use for the cognitive level of analysis.

When presenting research studies candidates should focus more on information that is important to methodology, rather than just memorizing the details of what happened during the procedure or providing an explanation of the findings. The question requires candidates to be selective about the knowledge they offer. The abilities to filter content and provide focused responses are characteristic of responses earning highest marks.

6. Evaluate the role that *one* cultural dimension (e.g. individualism/collectivism, power distance) may have on behaviour. [22 marks]

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

Cultural dimensions are descriptive continuums that help to describe some of the more commonly shared characteristics of individuals within a particular culture. The guide includes several that are based on the work of Geert Hofstede, including: individualism/collectivism, masculinity/femininity, and power distance. There are also non-Western dimensions such as Confucian Dynamism that have extended or modified this original work. Responses may clearly define each dimension so as to make intelligible the characteristics of each that make them different.

It should be noted that each of these dimensions is continuous with varying levels of each of the poles spread between. Responses earning higher marks should make clear that these are not each sets of polar opposites with no intermediary steps. Additionally, candidates should understand that there would be normal variation within a culture as to the extent to which and the manifestation of each dimension. Discussion of normal variance and distribution should be apparent in the higher scoring responses.



**PSYCHOLOGY
HIGHER LEVEL
PAPER 2**

SPECIMEN PAPER

2 hours

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Answer two questions, each from a different option.

Answer **two** questions, each from a different option.

Each question is worth [22 marks]. Marks will be awarded for demonstration of knowledge and understanding (including the use of relevant psychological research), evidence of critical thinking (e.g. application, analysis, synthesis, evaluation), and organization of answers.

Abnormal psychology

1. “There are controversies surrounding the concept of abnormality.”

With reference to this statement, discuss the concepts of normality and abnormality.

2. Describe the symptoms and prevalence of **one** psychological disorder.

Discuss cultural and/or gender variations in the prevalence of **one** psychological disorder.

3. Discuss how

- biological, **or**
- cognitive, **or**
- socio-cultural

factors influence psychological disorders.

Developmental psychology

4. Discuss potential effects of deprivation **or** trauma in childhood on later development.

5. Define *resilience*.

Describe and evaluate **one** strategy to build resilience.

6. Outline physical changes in adolescence.

Discuss how such physical changes during adolescence relate to development of identity.

Health psychology

7. Discuss **two** aspects of stress (physiological, psychological, or social).
8. Outline **two** factors related to the development of substance abuse **or** addictive behaviour.
Evaluate **one** prevention strategy for **either** substance abuse **or** addictive behaviour.
9. Discuss health promotion strategies and their effectiveness.

Psychology of human relationships

10. Evaluate **two** research studies investigating the role of communication in maintaining relationships.
11. Discuss **one** strategy for reducing violence that addresses biological **or** cognitive **or** sociocultural factors.
12. Examine **one** short-term and **one** long-term effect of exposure to violence.

Sport psychology

13. To what extent do biological factors influence behaviour in sport?
 14. Describe **one** reason why an athlete might use drugs in sport.
Discuss effects of using drugs in sport.
 15. Evaluate **one** theory of motivation in sport.
-



**PSYCHOLOGY
STANDARD LEVEL
PAPER 2**

SPECIMEN PAPER

1 hour

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Answer one question.

Answer **one** question.

Each question is worth [22 marks]. Marks will be awarded for demonstration of knowledge and understanding (including the use of relevant psychological research), evidence of critical thinking (e.g. application, analysis, synthesis, evaluation), and organization of answers.

Abnormal psychology

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2. Describe the symptoms and prevalence of **one** psychological disorder.

Discuss cultural and/or gender variations in the prevalence of **one** psychological disorder.

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Developmental psychology

4. Discuss potential effects of deprivation **or** trauma in childhood on later development.

5. Define *resilience*.

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Health psychology

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Psychology of human relationships

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Sport psychology

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 14. Describe **one** reason why an athlete might use drugs in sport.
Discuss effects of using drugs in sport.

 15. Evaluate **one** theory of motivation in sport.
-



MARKSCHEME

SPECIMEN PAPER

PSYCHOLOGY

Higher Level and Standard Level

Paper 2

Paper 2 assessment criteria**A — Knowledge and comprehension**

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

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

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

C — Organization

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

Abnormal psychology

1. “There are controversies surrounding the concept of abnormality.”

With reference to this statement, discuss the concepts of normality and abnormality.

Refer to the paper 2 assessment criteria when awarding marks.

The use of different concepts of abnormality tends to mirror dominant cultural standards, social values and political views as well as scientific knowledge. Popular conceptions of normality and abnormality may include the following: the mental health criterion, abnormality as personal distress, the statistical criterion, abnormality as mental illness, *etc.* Also, the psychoanalytic, learning, cognitive and/or humanistic notion of the concept of abnormality may be discussed. Currently there is a tendency towards integration of different explanations offered by different levels of analysis in order to provide a satisfactory explanation of abnormality.

Viewed conceptually, abnormality involves three aspects: diagnosis, understanding the cause of the problem and therapy to treat the problem. These three elements are closely intertwined in theory and practice, making it hard to assess one element independently of the others. These different approaches have their own interpretation of the origins of abnormality and currently the primary way of evaluating these various explanations is by examining the efficacy of the therapies proposed by these explanations.

Candidates may refer to cross-cultural issues, gender biases and research findings when examining how to define abnormality – *e.g.* research on cross-cultural differences in concepts of abnormality, labeling and marginalization as well as gender bias in certain psychological disorders.

2. Describe the symptoms and prevalence of *one* psychological disorder.

Discuss cultural and/or gender variations in the prevalence of *one* psychological disorder.

Refer to the paper 2 assessment criteria when awarding marks.

A clear account of both symptoms and the prevalence for one psychological disorder should be provided. Since the option is focusing on three groups of disorders (anxiety, affective disorders, eating disorders) candidates should choose one psychological disorder from any of these groups.

Diagnosis is often based on deviation from social norms (cultural standards of acceptable behaviour). For example, among some cultural groups, perceiving visions or voices of religious figures might be part of normal religious experience on some occasions and aberrant social functioning on other occasions. The interaction between clinician and patient is rife with possibilities for miscommunication and misunderstanding when they are from different cultures. Responses may refer to a range of types of psychological disorders which may be unique to a particular culture. For example, the Chinese Classificatory system offers “neurasthenia” – a psychological disorder that is not present in DSM or ICD. On the other hand, depression and anxiety disorders are not extensively diagnosed there. In past research, there has been an effort to fit culture-bound syndromes into variants of DSM diagnoses. Rather than assume that DSM diagnostic entities or culture-bound syndromes are the basic patterns of illness, current investigators in cultural psychiatry are interested in examining how the social, cultural, and biological contexts interact to shape illnesses and reactions to them.

Gender differences occur particularly in the rates of common mental disorders – depression, anxiety and somatic complaints. Unipolar depression, predicted to be the second leading cause of global disability burden by 2020, is twice as common in women. Also, depression, anxiety, somatic symptoms and high rates of comorbidity are significantly related to interconnected and co-occurrent risk factors such as gender based roles, stressors and negative life experiences and events. Gender bias occurs in the treatment of psychological disorders. Doctors are more likely to diagnose depression in women compared with men.

Gender differences also exist in patterns of help-seeking for psychological disorder.

3. Discuss how

- **biological, or**
- **cognitive, or**
- **socio-cultural**

factors influence psychological disorders.

Refer to the paper 2 assessment criteria when awarding marks.

Candidates can mention the following biological factors in abnormality: role of genes, biochemistry of the nervous system, injury or brain damage. Biological explanations of abnormality share certain assumptions: abnormal behavior results from an underlying physical condition, such as damage to the brain or malfunction of neural processes. This explanation implies that treatment should be aimed at controlling the underlying disease by changing the individual's biochemistry or removing toxic substances. Also, the strongest support for the relevance of biological factors comes from psychopharmacology. Currently a large and growing range of drugs have been developed to deal with many forms of psychological disorders. Although these drugs are beneficial, it is not clear if they address the root of such disorders or simply mask the symptoms.

Some cognitive factors in abnormality are symbolic mediation of conditioning (*e.g.* observational learning) and the influence of faulty cognitions. In certain disorders these cognitive factors are believed to play a direct causal role in dysfunctional behaviour. For example irrational beliefs about personal vulnerability are believed to put people at risk of anxiety. In other disorders cognitive factors may not be the cause of the disorder, but are themselves the results of neurological factors.

Socio-cultural factors in abnormality that could be presented are: effects of urban/rural dwelling, gender and minority status on state of mind. Social factors may partially cause or trigger a predisposition to a psychological disorder (*e.g.* depression is linked to poor family relationships). Also, the actual process of diagnosis is rooted in social processes.

No single approach can explain the etiology of all psychological disorders, nor can it offer a complete therapy. For this reason, there is growing support for the biopsychosocial approach, which, as the name implies, takes account of biological, psychological, and social factors in the etiology and treatment of psychological disorders.

Developmental psychology

4. Discuss potential effects of deprivation *or* trauma in childhood on later development.

Refer to the paper 2 assessment criteria when awarding marks.

The focus here may be on the consequences of deprivation of contacts and affection during the critical period of attachment in reference to research such as Robertson and Bowlby's study (1952) on short-term effects or Cockett and Tripp's study (1994) on long-term attachment deprivation effects. However, it would also be appropriate to focus on the consequences of trauma such as childhood physical, emotional or sexual abuse including prolonged or extreme neglect or interactions that are experienced as psychological "attacks".

Whichever approach is selected, answers should describe **and** evaluate the effects of such experiences on child development and should refer to appropriate psychological research. For instance, according to Bowlby (1951), maternal deprivation may cause physical, mental and emotional growth retardation. However, studies such as Rutter's (1981) showed that the consequences of deprivation vary with the severity and duration of the depriving experience, the age of the child at which the deprivation occurs and the adequacy of restitutive measures. The impact of traumas is also uneven, depending on children's history, their environment, risk factors and protective factors. For instance, adaptation to a trauma may cause a loss of part of child personality, emotional freezing, psychogenic amnesia, sleeping and eating disorders. However, how severe these symptoms are depends on the person, the type of trauma involved and the emotional support the child receives from others. According to Tedeschi and Calhoun (2004) trauma experiences may even have positive aspects, leading to growth emerging from the struggle with trauma. Responses referring to resilience in the face of trauma or deprivation are also relevant.

Higher band answers should offer a thorough and clear description of potential effects of deprivation or trauma on child development with reference to appropriate research and should present an evaluative judgment on this issue.

Middle band answers may present a limited portrait of the effects of deprivation or trauma with occasional reference to appropriate research or may offer an accurate and clear description of these effects without reference to appropriate psychological research. The evaluation may be appropriate but limited or only implicitly linked to the question.

Lower band answers may present a minimal description of the effects of deprivation or trauma on child development with little or no reference to psychological research. There may be an attempt to present an evaluation that is of marginal relevance.

5. Define *resilience*.

Describe and evaluate *one* strategy to build resilience.

Refer to the paper 2 assessment criteria when awarding marks.

Answers should provide a clear definition of “resilience”, for example: resilience is the ability to overcome adversity. There are many definitions of resilience: clear and relevant definitions should be accepted. Many studies, such as Cyrulnik’s (1999) show that an important factor in resilience is having caring and supportive relationships within the family. Support from people outside the family can also be decisive in building resilience. In addition, environmental factors such as good nutrition and education can play an important role. Several additional factors are also associated with resilience such as the capacity to make realistic plans and take steps to carry them out, or skills in communication and problem solving.

All of these are factors that people can develop in themselves and several strategies for building resilience may be discussed. For instance, learning to think positively and in perspective means children cannot only cope with problems and setbacks, but they also have opportunities to learn how to build strengths that protect and promote well-being. Some social programs for youth have shown to promote resilience such as Head Start or the Big Brothers Big Sisters Programme. Programmes dealing with parental education and food programmes are also relevant to building resilience in developed and developing countries. Whichever strategy is described, an evaluation of it should be offered. Relevant evaluation may highlight that resilience is a complex concept and that it is important to put forward multiple ways of promoting it. Developing resilience is a personal journey and people do not all react the same to traumatic and stressful life events. A child’s ability to build resilience is also dependent on their age and stage of development: babies and toddlers have limited physical and emotional competence compared with eight year olds. Some variation may reflect cultural differences: a person’s culture might have an impact on how he or she communicates feelings and deals with adversity. Furthermore, being resilient does not guarantee that young people will always have happy and productive lives.

6. Outline physical changes in adolescence.

Discuss how such physical changes during adolescence relate to development of identity.

Refer to the paper 2 assessment criteria when awarding marks.

Answers should give a clear outline of the physical changes in adolescence such as rapid growth in height and weight, changes in body proportions and form and attainment of sexual maturity. The main points may be summarized with respect to primary and secondary sexual characteristics.

Responses should then, discuss how these physical changes have psychological ramifications and contribute to a new sense of self. Relevant content may recall that adolescents are preoccupied with their bodies and develop individual images of what their bodies are like. They find themselves the unwitting inhabitants of new adultlike bodies. However, it is hard to generalize about the psychological effects of physical changes because they depend on the timing of puberty, they differ in boys and girls and they depend on how the adolescent and other people in his or her world interpret the accompanying changes as well as the culture of the adolescent. Furthermore, some researchers such as Block (1992) have expressed doubt that puberty's effects on development are as strong as once believed. In brief, answers should highlight that adolescent development of identity is influenced by an interaction of biological, cognitive and social factors rather than being dominated by biology. The culture is also a strong determinant in conceptualisations of self perception and body shapes *e.g.* The Cultural Ideal Hypothesis indicates that there are gender differences in coming to terms with your body when you reach adolescence.

Health psychology

7. Discuss *two* aspects of stress (physiological, psychological, or social).

Refer to the paper 2 assessment criteria when awarding marks.

Many aspects of stress may be used. Responses can include causes of stress, measurement of stress, the effects of stress and coping with stress. The quantity of relevant studies available is substantial, but the application of its findings or criticism of its methods still needs to be made explicit by the candidate. Responses can focus on the interaction of physiological aspects with psychological aspects, *e.g.* The Transactional Model of Stress (Lazarus), Models of Hardiness. Each aspect could also be discussed separately, aspects do not need to be inter-related.

Physiological aspects could include increase in stress hormones: adrenaline, cortisol and the effect of these hormones on the body. Psychological aspects could include ways in which these physiological aspects are interpreted by the individual, *e.g.* cognitive appraisal. Social aspects of stress could include the role of social support in dealing with stress and could also include stressful relationships creating stress and lifestyle factors, *e.g.* living in big cities, poverty and unemployment. Cultured stress could relate to pressure on the individual to succeed, gender roles.

8. Outline *two* factors related to the development of substance abuse *or* addictive behaviour.

Evaluate *one* prevention strategy for *either* substance abuse *or* addictive behaviour.

Refer to the paper 2 assessment criteria when awarding marks.

Factors related to development of substance abuse or addictive behaviour could include parental or peer influence, culture, genetic factors, social factors. Factors could include those to do with alcohol, tobacco or other drugs that may have been prescribed originally for a medical condition or where drugs have been taken for recreation or stimulation; drugs may also include those taken to enhance sport performance such as the anabolic steroids taken by weight lifters to increase muscle bulk. Addictive behavior could also include gambling, shopping, internet addiction.

Research studies have focused on prevention strategies, particularly on alcohol and tobacco. The task for the candidate is not merely to identify the prevention strategy but also to evaluate the extent to which such strategy is effective.

9. Discuss health promotion strategies and their effectiveness.

Refer to the paper 2 assessment criteria when awarding marks.

Health promotion strategies take many forms and examiners should be flexible in the way that they interpret this term. Health promotion strategies can be seen in the major initiatives taken by governments on matters such as disease prevention, including improvements to the environment. But promotion strategies may also occur in less explicit ways such as health warnings on cigarette packets, or the list of ingredients on food packaging. Whichever examples are taken it is imperative that candidates relate their selection to psychological research.

The psychological research that is presented needs to be discussed in terms of effectiveness for health promotion. For example, health promotion that deals with monitoring and subsequent treatment of breast cancer in women has been highly successful in many developed cultures. Promotions targeting obesity, *e.g.* promoting healthy food and exercise, have been set up in many countries: success of these promotions depends upon factors such as social support, environment. Health promotion strategies' work to raise issues associated with prostate cancer in men has had a much lower impact on the health of men, and this factor is common to all cultures.

Psychology of human relationships

10. Evaluate *two* research studies investigating the role of communication in maintaining relationships.

Refer to the paper 2 assessment criteria when awarding marks.

The command term “evaluate” requires candidates to make an appraisal of something by weighing up the strengths and the limitations: in this case, two research studies which investigate the role of communication in maintaining relationships. This could be Tannen (1990) which deals with gender differences in communication or Bradbury & Fincham (1992) who studied attributions made by men and women in relationships and how these were related to behaviour.

Communication in relationships is important both in terms of maintaining and break-up. A good answer may deal with issues in relation to, for example, non-verbal communication, gender or cultural differences in communication patterns which could affect a relationship. It could also be attributional style or the value of disclosure for maintaining a relationship. It is possible to use research addressing a number of different relationships but it will most likely be friendship or a love relationship between partners or spouses since these are the most commonly addressed in psychology text books. No matter the choice, the answer should clearly identify and evaluate **two** relevant research studies to gain high marks and the research studies included in the answer should explicitly focus on the role of communication in maintaining a relationship.

Evaluation relates to critical thinking and could include an examination of the evidence to evaluate a theory; evaluation related to methodology, gender or culture is equally relevant and a good answer could include some of these considerations in relation to the role of communication in maintaining relationships. There is a cultural bias in the study of human relationships in that most research has been conducted in the West. However, there may be research that takes a cross-cultural or cultural approach that can be used for comparison in the evaluation.

11. Discuss *one* strategy for reducing violence that addresses biological *or* cognitive *or* sociocultural factors.

Refer to the paper 2 assessment criteria when awarding marks.

The command term “discuss” requires candidates to offer a considered and balanced review including different arguments or factors backed up by appropriate evidence to support the argument.

There are many ways to address this question depending on what has been studied in the course. A response may address different causes of violent behaviour such as sociocultural factors as an introduction in order to lay the ground for a strategy for reducing violence but the focus in this question is on a method to reduce violence.

One sort of violence that could be used in a response could be bullying but many other sorts of violence could be used, for example mob violence or school violence. Candidates may also have studied violence in the community or refer to local programmes that are backed up by research. Examples of such strategies could be gun control and censorship of television to restrict violent scenes, which have been applied successfully in Jamaica according to Diner & Crandell (1979). There are also many research studies on how to reduce bullying and many schools have adopted anti-bullying measures based on these. One strategy to reduce bullying is teaching social skills. This has proven effective in terms of reducing the likelihood of a person being either the source of or the target of bullying (Toch, 1980). Aronson (1979) introduced the “jigsaw classroom” to teach cooperative learning and positive social interactions to reduce violence and bullying. These strategies address sociocultural factors and teach children how to interact in a positive way. Candidates could also include Olweus (1972) who is the father of anti-bullying programmes. Another strategy which is often used in combination with social skills training is teaching ways to be aware of other person’s feelings, *i.e.* empathy training (*e.g.* Feshbach & Feshbach, 1982). Recently computer games have been used to do the same (for example, Figueiredo *et al.* 2007). These strategies address cognitive factors in that they aim to change “violent thinking” and encouraging “empathic thinking”.

The response is required to discuss the chosen method which means that it is not only a description of it. There should be a balanced and reasoned argument as to why a specific strategy is chosen to reduce violence and this must be backed up by evidence.

12. Examine *one* short-term and *one* long-term effect of exposure to violence.

Refer to the paper 2 assessment criteria when awarding marks.

Responses will probably focus on how an individual reacts to violence short-term and long-term but it could also be groups of people, for example a case study of survivors of genocide or community violence. Depending on the focus, a response could address different causes of violent behaviour such as bullying, street gangs or genocide and this introduction will lay the ground for describing the effects of exposure to violence. The response needs to take both one short-term and one long-term effect into consideration.

If the candidate has chosen to deal with genocide a possible short-term consequence could be immediate stress reactions and shock whereas long-term consequences could be post-traumatic stress disorder (PTSD) and depression. Since survivors of genocide have often lost their relatives there are issues of not only losing social support but also losing trust in other people. If the candidate has studied domestic violence, there could be a focus on physical and psychological effects of being the victim of violence. It is likely that short-term consequences could deal with stress reactions and long-term effects could deal with depression and effects on self-esteem. Suicide attempts may also be likely consequences of domestic violence and it has been found that battered women are at a greater risk for suicide attempts in both Caucasian women, where 25 percent of the suicide attempts were linked to prior domestic violence, and for African American women, where it was up to 50 percent of the suicide attempts that were preceded by domestic violence (according to Fischbach & Herbert, 1997).

Another sort of violence that could be used in a response could be bullying, which is also likely to be known to students because of school programmes to prevent bullying. A response may address the short-term effects of victimization.

Sport psychology

13. To what extent do biological factors influence behaviour in sport?

Refer to the paper 2 assessment criteria when awarding marks.

An argument as to what extent biological factors may influence behaviour in sport can be made from any topic area in the guide, or from any other relevant area of sport psychology. Arousal, anxiety, injury, drug use and burnout may all be made relevant in response to this question. In all cases, the argument should provide a response as to how much of an influence biological factors have on behaviour in sport. Responses may include reference to some sort of discussion or standpoint on how other factors (possibly cognitive or sociocultural) may also influence sport behaviour and/or performance. Behaviour may be interpreted to include starting to participate in sport, continuing participation, training and skill development, competition and/or ending participation.

14. Describe *one* reason why an athlete might use drugs in sport.

Discuss effects of using drugs in sport.

Refer to the paper 2 assessment criteria when awarding marks.

The justification for use of drugs in sport is very personal and unique to each athlete. Research has shown that there are a number of reasons why an individual might use drugs in sport. These include, but are not limited to: stress relief from the pressure of competition, performance enhancement, and socialization/relaxation. Responses are likely to address the use of performance enhancing drugs such as anabolic-androgenic steroids, stimulants, endurance-enhancing chemicals (Shermer, 2008). There are many high profile cases of athletes using drugs and while these may be brought in to the response, they should only serve as examples of a larger argument the candidate is trying to make. Anecdotal evidence should not be awarded marks.

There may be short term positive effects of the use of drugs in sport *e.g.* performance enhancement, stress relief. Long-term effects are often negative such as the negative physical and psychological effects of anabolic steroids *e.g.* the case of East German shot put champion Heidi Krieger.

Cases of sports people and the consequences of use of drugs can be used as relevant supportive evidence.

15. Evaluate *one* theory of motivation in sport.

Refer to the paper 2 assessment criteria when awarding marks.

Various theories of motivation have been investigated in sport. Discussion of extrinsic and intrinsic motivational theories could be made relevant to this question if it focuses on the impact of extrinsic and intrinsic motivation on sport behaviour or performance. More specific theories such as self-efficacy theories relating to goal-setting, achievement motivation and cognitive evaluation theory (Deci, 1975) could also be included in a response to this question.



**PSYCHOLOGY
HIGHER LEVEL
PAPER 3**

SPECIMEN PAPER

1 hour

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Read the passage carefully and then answer all the questions.

The stimulus material below is based on a research article.

Anxiety is frequently experienced by athletes before they take part in a competitive event. Research findings by Hanton and Jones (1999) show that in swimming competitions, boys perceived these anxieties negatively. The boys felt sick, tired or nervous just before their race. However when Hanton and Jones used semi-structured interviews to investigate the anxieties expressed by ten elite male swimmers, aged between 19 and 27 years, they found very different views were expressed now they were adults, compared to how they felt as children.

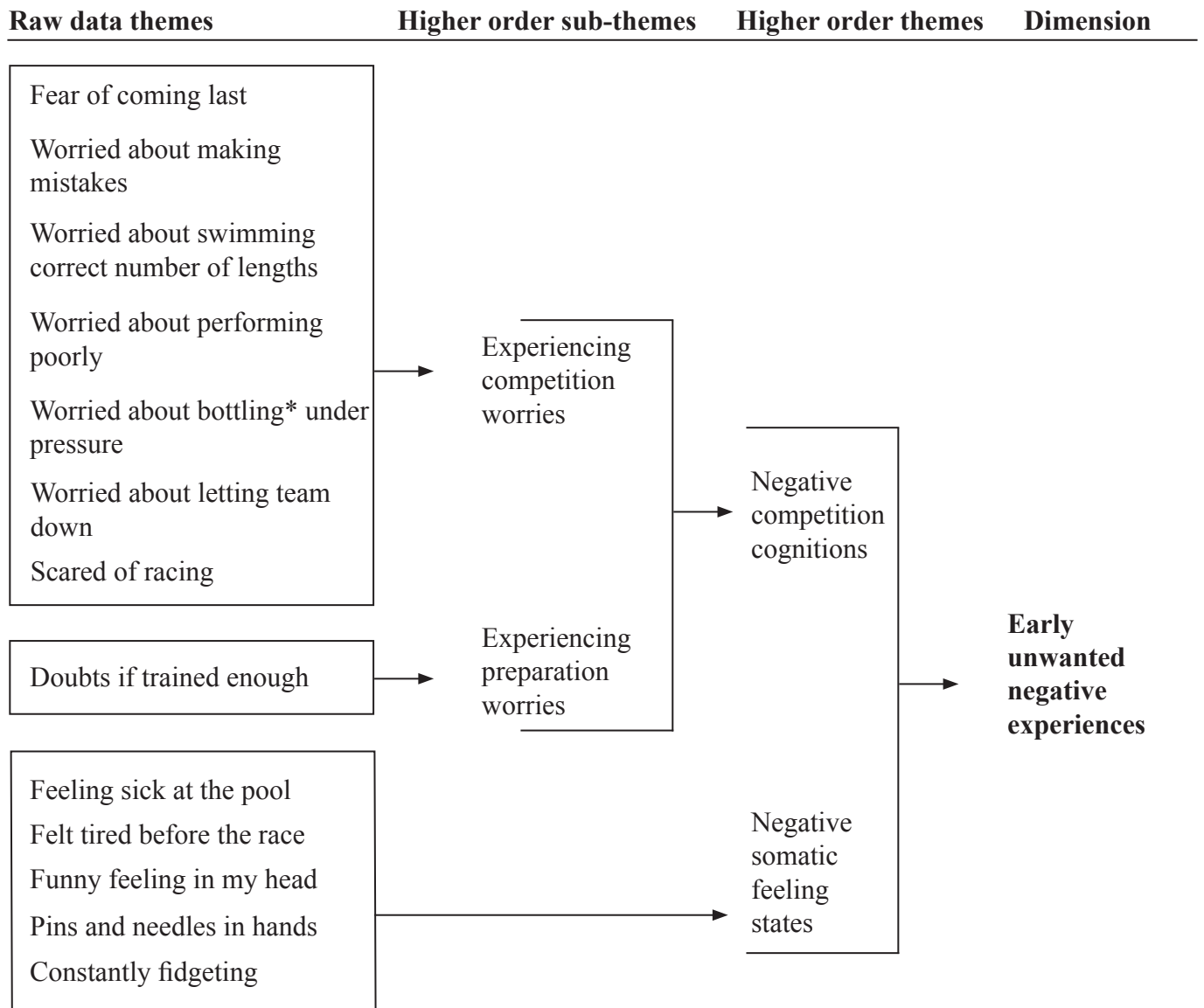
These older swimmers recalled how they had felt as boys, when they were entered into swimming competitions. Several of the feelings they had are listed in the first column in Figure 1. These were regarded as early unwanted feelings at that time, but now as adults they had gradually been able to adapt their unwanted or negative feelings into something far more positive and helpful to their swimming performances. The swimmers had learned to use imagery, self-talk and other positive strategies to enhance their performance.

Hanton and Jones used inductive content analysis with the interview transcripts obtained from the adult swimmers. They listed the raw data from the ten transcripts into themes that had similar meanings, as shown in Figure 1.

In summary what the researchers did was to:

- Read and re-read the transcripts several times
- Identify raw data themes and list them into groups shown in the first column of Figure 1
- Draw out (or induce) meanings from the themes and name these, as shown in the second column of Figure 1. These are called higher order sub-themes
- Decide on a further refinement of the second column themes in order to turn these into higher order themes
- Identify the “dimension” – a final phrase that is the “essence” of the preceding columns.

Figure 1 — Inductive content analysis: early unwanted negative experiences



[Source: adapted, with permission, from S. Hanton and G. Jones, 1999, "The acquisition and development of cognitive skills and strategies: Making the butterflies fly in formation." *The Sport Psychologist*, 13(1), 1-21]

* Bottling: lacking the courage to do something

Answer **all** of the following three questions.

1. The study outlined above uses the phrase “inductive content analysis”. Explain the advantages and disadvantages of using this research strategy in the context of this specific study. *[10 marks]*

 2. Just ten elite swimmers were used in this research. To what extent could the findings of the research be generalized from this study? *[10 marks]*

 3. Interviews are a major research factor in this study. Discuss ways in which you, as a researcher in this study, would prepare for the interviews and the post interview information that you would give to each of the ten participants. *[10 marks]*
-



MARKSCHEME

SPECIMEN PAPER

PSYCHOLOGY

Higher Level

Paper 3

Paper 3 markbands

Marks	Level descriptor
0	The answer does not reach a standard described by the descriptors below.
1 to 3	There is an attempt to answer the question, but knowledge and understanding is limited, often inaccurate, or of marginal relevance to the question. The response makes no direct reference to the stimulus material or relies too heavily on quotations from the text.
4 to 7	The question is partially answered. Knowledge and understanding is accurate but limited. Either the command term is not effectively addressed or the response is not sufficiently explicit in answering the question. The response makes limited use of the stimulus material.
8 to 10	The question is answered in a focused and effective manner and meets the demands of the command term. The answer is supported by appropriate and accurate knowledge and understanding of qualitative research methodology. The response demonstrates a critical understanding of qualitative research methodology applied to the stimulus material.

1. **The study outlined above uses the phrase “inductive content analysis”. Explain the advantages and disadvantages of using this research strategy in the context of this specific study.** *[10 marks]*

Refer to the paper 3 markbands when awarding marks.

Inductive content analysis arrives at meanings that are **drawn out** of the data that is provided by the interviewee. It differs markedly from a deductive approach where the researcher is likely to have a more prepared idea of what is to be expected from the interviewee.

Advantages of the inductive method include the concept that since the raw data comes directly from the interviewee it is likely to be more accurate and dependable than observations made by the researchers. The interviewees, in this case, identify what their specific anxieties were as boys just before a swimming competition, *e.g.* they were “... worried about performing poorly, or had doubts if they had trained enough, or had pins and needles in hands.”

Disadvantages could include the notion that since the answers depended upon memories from several years previously, when the athletes were boys, it may be that they lacked accuracy. It may also be that answers were provided in a way that the swimmers thought that the researchers would like to hear. Also since a major task for the researchers is to interpret the responses produced by the interviewees, then such interpretation may itself be inaccurate.

There are several other advantages and disadvantages that candidates may explain and these could earn up to full marks, provided they are relevant. Examiners should use their own judgements on the qualities of these answers. Marks should not be awarded to answers that focus on quantitative content analysis since this is irrelevant in answering a question on inductive content analysis.

2. **Just ten elite swimmers were used in this research. To what extent could the findings of the research be generalized from this study?** *[10 marks]*

Refer to the paper 3 markbands when awarding marks.

Although the number of swimmers in the sample was small, sufficient data has been produced to make some limited generalization possible. The sample indicates that the swimmers were all males, aged between 19 and 27, and that they had competed at an elite level. Their responses were sufficiently similar for the researchers to identify raw data themes that were common to their swimmers.

The extent to which generalization occurs needs to be justified by the candidate. For example it would be legitimate to claim that findings from this study could be applied to the population of elite swimmers from which the sample was selected. The sample and this population would have similar characteristics.

Candidates may well provide other relevant arguments for the extent to which generalizations are possible and these could be awarded high marks. No marks should be awarded where the candidate claims that no way of generalization is possible since the numbers involved are too small, or the claim that it is only when verbal responses are converted to numbers that generalization can occur.

- 3. Interviews are a major research factor in this study. Discuss ways in which you, as a researcher in this study, would prepare for the interviews and the post interview information that you would give to each of the ten participants. [10 marks]**

Refer to the paper 3 markbands when awarding marks.

Interviews need to be prepared in several ways. In this case the interviewer should research ways in which other elite swimmers prepare themselves for swimming competitions, what their motives are for competing, what their feelings are now compared to what their pre-race feelings were as boys. This type of information helps to equip the researchers to frame suitable open questions and to anticipate responses from interviewees.

Other research preparation should include wording a clear aim for the interview, consideration of ethical issues, checking on audio equipment to record the interview, piloting of the interview questions, anticipation of potential responses and a follow-up question that would be needed. The subsequent ownership of the recording and transcript should also be made clear and a document signed to this effect.

Post interview considerations should include thanks to the interviewees, an invitation to listen to the audio recording and to read the transcript should they so wish. The interviewees should also be allowed to make amendments to their own comments or to have them deleted or have additions made to them.
