

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the June 2005 question paper

9698 PSYCHOLOGY

9698/02 Paper 2 (Core Studies 2), maximum raw mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Grade thresholds for Syllabus 9698 (Psychology) in the June 2005 examination.

| | maximum mark available | minimum mark required for grade: | | |
|-------------|------------------------|----------------------------------|----|----|
| | | A | B | E |
| Component 2 | 50 | 40 | 34 | 20 |

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.



June 2005

GCE AS/A LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9698/02

PSYCHOLOGY

Core Studies 2

| | | | |
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Section A

| Question | Description | Mark | Max |
|----------|--|------|-----|
| 1(a) | Controls include: victims collapsed in same way, observers unobtrusive, same train journey, and any other relevant control used in study. Reference to IV's = 1 mark. | 2 | |
| (b) | Weaknesses include: less control over variables, little knowledge of the personal history of participants, ethical issues. For full marks answer should relate to studying 'social psychology'. | 2 | 4 |
| 2(a) | Positron Emission Tomography (PET scans) 1 mark, with description for 2 marks. | 2 | |
| (b) | Useful = to identify murderers before they commit a crime to reduce crime rates. Not useful = the limitations/infancy of technology used, ethics of inaccurate identification. | 2 | 4 |
| 3(a) | Mood and physical condition were measured using rating scales, and questions. Description for two marks. Observation also for two marks. | 2 | |
| (b) | Problems include validity, reductionism, lack of detail etc. | 2 | 4 |
| 4(a) | To offer suggestions for military placement. To measure native intellectual ability = 1 mark. | 2 | |
| (b) | Immigration Restriction Act of 1924, Eugenists/scientific racism, high positions in the army were held by white Americans. Test bias = 1 mark. | 2 | 4 |
| 5(a) | Any from: queuing for lunch which was seen as the 'oral inquisitive nature of the syndrome', writing notes, pacing of the corridors, interpretation of pseudo patients' personal histories. | 2 | |
| (b) | Answer can be specific to Rosenhan study or general. Cultural norms, expectations, situational variables affect perceptions of behaviour. For 2 marks detailed explanation required. Difficult to define = 1 mark. | 2 | 4 |

Partial/full answer

| | |
|----------------|---|
| 0 marks | No answer or incorrect answer |
| 1 mark | Partially correct answer or correct but incomplete lacking sufficient detail or explanation to demonstrate clear understanding |
| 2 marks | Correct answer with sufficient detail/explanation to demonstrate clear understanding |

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Section B, Question 6

| | Description | mark |
|-------------|---|-----------|
| 6(a) | Describe what each study tells us about everyday behaviour and experience. | |
| | Samuel and Bryant (conservation) | |
| | Milgram (obedience) | |
| | Tajfel (intergroup discrimination) | |
| | Sperry (split brain) | |
| | <i>Emphasis on study. Answers must be related to named studies.</i> | |
| | <i>One point from each study.</i> | |
| | Indicative Content: Samuel and Bryant – children develop cognitive abilities in a series of stages related to age, also the method used to measure cognitive skills can affect the outcome. Milgram – people respond to figures of authority and many people are capable of carrying out antisocial behaviour in the name of obedience. Tajfel – categorising people can lead to discrimination, there is no need for any real differences to create discrimination. Sperry – functioning is literalised in the brain, split brain patients do not have a problem in everyday life as both sides of the brain receive information through both visual fields. | |
| | For each study up to a maximum of FOUR points | |
| | For each point up to a maximum of four studies. | |
| | No answer or incorrect answer. | 0 |
| | Identification of point relevant to question but not related to study or comment from study but no point about everyday behaviour and experience. | 1 |
| | Description of point about everyday behaviour and experience (comment without comprehension). | 2 |
| | As above but with analysis (comment with comprehension) about everyday behaviour and experience. | 3 |
| | Max mark | 10 |
| (b) | What problems might psychologists have in applying the findings from research conducted in the laboratory to everyday life? | |
| | <i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.</i> | |
| | Indicative Content: demand characteristics, low mundane realism, low experimental realism, lack of social support/reference, the experiment as a unique social situation, pleasing the experimenter, social desirability etc. | |
| | For each problem up to a maximum of FOUR points | |
| | Difficulty with study itself NOT related to laboratory research. | 0 |
| | Identification of difficulty related to application of findings from laboratory research. | 1 |
| | Description of problem related to application of findings from laboratory research. | 2 |
| | Description of problem related to application of findings from laboratory research and applied effectively to study. | 3 |
| | Max mark | 10 |

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| | | |
| (c) | Can <u>all</u> behaviour and experience be studied outside the laboratory? Give reasons for your suggestions. | |
| | <i>Emphasis on point. Answers supported with named study (or other) studies/evidence.</i> | |
| | One or two general statements which may be inaccurate, incomplete or muddled. | 1-2 |
| | General statements are made which are focused on the question but are basic, lacking in detail and have no supporting evidence. For four marks there may be general statements with anecdotal evidence or vague reference to supporting psychological evidence. | 3-4 |
| | A number of points are made which are focused on question and are generally accurate. There is some supporting psychological evidence but there is little detail and no attempt to justify the points OR as for 7-8 marks but with only two points. | 5-6 |
| | Four points (best four) are made which are focused on the question and are accurate. There is supporting psychological evidence with an attempt to justify the points. There is increased detail but the range of arguments is limited and there may be an imbalance OR as for 9-10 marks but with only 3 points. | 7-8 |
| | A range of different points (best four) is made which are accurate and show understanding. Each point has appropriate supporting psychological evidence. The arguments are well expressed, well considered, are balanced, and reflect understanding which extends beyond specific studies. There may well be a consideration of the implications and effects. | 9-10 |
| | Max mark | 10 |

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Section B, Question 7

| | Description | mark |
|-------------|---|------------|
| 7(a) | Describe how the behaviour and experience in each study was measured. | |
| | Haney, Banks and Zimbardo (prison simulation) Hodges and Tizard (Social Relationships) Freud (little Hans) Dement and Kleitman (Sleep and Dreaming) | |
| | <i>Emphasis on study. Answers must be related to named studies. One point from each study</i> Indicative Content: Haney, Banks and Zimbardo – the reactions of the prisoners and guards was observed and self-reports were carried out. Hodges and Tizard – the quality of social relationships was measured through interviews, psychometric tests and self reports, on participants, teachers and parents. Freud – little Hans's phobia/Oedipus complex was measured using interviews and psychoanalysis, dream analysis. Dement and Kleitman – the relationship between dreams and REM was measured using EEG machine and self reports. | |
| | For each point up to a maximum of FOUR points | |
| | For each point up to a maximum of four studies. | |
| | No answer or incorrect answer. | 0 |
| | Identification of point relevant to question but not related to study or comment from study but no point about measurement. | 1 |
| | Description of point about measurement (comment without comprehension). | 2 |
| | As above but with analysis (comment with comprehension or extra detail) about measurement. | 3 |
| | Max mark | 10 |
| (b) | What problems may psychologists have when trying to measure behaviour and experience in a valid way? | |
| | <i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.</i> Indicative Content: demand characteristics, social desirability effect, bias, ethnocentrism, low ecological validity. | |
| | For each point up to a maximum of FOUR points | |
| | Problem with study itself NOT related to validity of measurement. | 0 |
| | Identification of problem related to validity of measurement. | 1 |
| | Description of problem related to validity of measurement. | 2 |
| | Description of problem related to validity of measurement and applied effectively to study. | 3 |
| | Max mark | 10 |
| (c) | Is it possible to measure psychological variables in a valid way? Give reasons for your answer. | |
| | <i>Emphasis on point. Answers supported with named study (or other) studies/evidence.</i> | |
| | One or two general statements which may be inaccurate, incomplete or muddled. | 1-2 |
| | General statements are made which are focused on the question but are basic, lacking in detail and have no supporting evidence. For four marks there may be general statements with anecdotal evidence or vague reference to supporting psychological evidence. | 3-4 |

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| | A number of points are made which are focused on question and are generally accurate. There is some supporting psychological evidence but there is little detail and no attempt to justify the points OR as for 7-8 marks but with only two points. | 5-6 |
| | Four points (best four) are made which are focused on the question and are accurate. There is supporting psychological evidence with an attempt to justify the points. There is increased detail but the range of arguments is limited and there may be an imbalance OR as for 9-10 marks but with only 3 points. | 7-8 |
| | A range of different points (best four) is made which are accurate and show understanding. Each point has appropriate supporting psychological evidence. The arguments are well expressed, well considered, are balanced, and reflect understanding which extends beyond specific studies. There may well be a consideration of the implications and effects. | 9-10 |
| | Max mark | 10 |

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Section B, Question 8

| | Description | mark |
|-------------|--|-----------|
| 8(a) | Describe what each study tells us about cognitive processes. | |
| | Loftus and Palmer (eyewitness testimony) | |
| | Deregowski (perception) | |
| | Baron-Cohen, Leslie and Frith (autism) | |
| | Gardner and Gardner (Project Washoe) | |
| | <i>Emphasis on study. Answers must be related to named studies.</i> <i>One point from each study</i> Indicative Content: Loftus and Palmer – memory is not reliable/reconstructive EWT is therefore not reliable or worthy of use in court. Deregowski – perception is a product of nurture rather than nature as there are cultural variations and pictures are not a universal language. Baron-Cohen – autism is a specific cognitive deficit i.e. a lack of theory of mind, Gardner and Gardner – language is specific to human beings; although Washoe was able to learn several words and simple sentences she could not use language in the same way as humans do. | |
| | For each point up to a maximum of FOUR points | |
| | For each point up to a maximum of four studies. | |
| | No answer or incorrect answer. | 0 |
| | Identification of point relevant to question but not related to study or comment from study but no point about cognitive processes. | 1 |
| | Description of point about cognitive processes (comment without comprehension). | 2 |
| | As above but with analysis (comment with comprehension) about cognitive processes. | 3 |
| | Max mark | 10 |
| (b) | What problems might psychologists have when they study cognitive processes? | |
| | <i>Emphasis on problem. Answers supported with named (or other) studies.</i> <i>Each problem does not need a different study; can use same study.</i> Indicative Content: reductionist explanations/methods, validity of measurement, demand characteristics, ethnocentric bias, etc. | |
| | For each point up to a maximum of FOUR points | |
| | Problem with study itself NOT related to studying cognitive processes | 0 |
| | Identification of problem related to studying cognitive processes | 1 |
| | Description of problem related to studying cognitive processes | 2 |
| | Description of problem related to studying cognitive processes and applied effectively to study. | 3 |
| | Max mark | 10 |

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| (c) | To what extent do you agree with the statement ‘cognitive processes are all we need to know to understand people’. Give reasons for your answer. | |
| | <i>Emphasis on point. Answers supported with named study (or other) studies/evidence.</i> | |
| | One or two general statements, which may be inaccurate, incomplete or muddled. | 1-2 |
| | General statements are made which are focused on the question but are basic, lacking in detail and have no supporting evidence. For four marks there may be general statements with anecdotal evidence or vague reference to supporting psychological evidence. | 3-4 |
| | A number of points are made which are focused on question and are generally accurate. There is some supporting psychological evidence but there is little detail and no attempt to justify the points OR as for 7-8 marks but with only two points. | 5-6 |
| | Four points (best four) are made which are focused on the question and are accurate. There is supporting psychological evidence with an attempt to justify the points. There is increased detail but the range of arguments is limited and there may be an imbalance OR as for 9-10 marks but with only 3 points. | 7-8 |
| | A range of different points (best four) is made which are accurate and show understanding. Each point has appropriate supporting psychological evidence. The arguments are well expressed, well considered, are balanced, and reflect understanding which extends beyond specific studies. There may well be a consideration of the implications and effects. | 9-10 |
| | Max mark | 10 |