UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

9698 PSYCHOLOGY

9698/21 Paper 2 (Core Studies 2), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Section A

1 From the study by Schacter and Singer on emotion:

(a) Outline <u>one</u> result from the misinformed (EPI MIS) group in this study. [2]

Likely 2 mark answers:
- The participants who received the injections of adrenalin showed significantly more physical changes than the placebo participants.
- In the euphoria condition the misinformed participants were feeling happier than all the others.

1 mark for a brief answer, 2 marks if it is well explained.

(b) Suggest how this finding can be applied to everyday life. [2]

Likely 2 mark answer:
- Doctors need to explain to patients the side effects of medication so they know what is causing their physical symptoms and won't look to the situation to explain their feelings.

1 mark for a brief answer, 2 marks if it is well explained.

2 Identify and explain <u>two</u> ethical issues in the Freud study on little Hans. [2 + 2]

Ethical issues raised in this study include psychological harm, consent, withdrawal, deception and confidentiality.

1 mark for a brief description (e.g. the mention of the guideline with a brief explanation) and 2 marks for a clear description that mentions both the guideline and how it was met/broken in the study.

For example:
No consent from Hans – 1 mark
No consent from Hans as he was too young to give consent – 2 marks

3 From the study by Bandura, Ross and Ross on aggression:

(a) Describe <u>one</u> imitative behaviour of the children in this study. [2]

Likely 2 mark answers:
- The children punched the bobo doll.
- The children hit the bobo doll with a mallet.
- The children shouted at the bobo doll 'punch him in the nose'.
- The children sat on the bobo doll.
- The children threw the bobo doll in the air.

Credit imitative, partial and verbal imitative behaviour if explained well.

Likely 1 mark answer:
- The children were aggressive toward the bobo doll.

1 mark for a brief answer, 2 marks if it is well explained.

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(b) Explain how this behaviour is learned. [2]

Bandura believes behaviour is learned through imitating and observing a role model.

1 mark for a brief answer (e.g. aggression is copied) and 2 marks if it is well explained (e.g. children learn to be violent by observing and imitating the male model). Only give a maximum of 1 mark for a well explained answer if 3(a) receives 0 marks.

4 The study by Deregowski is a review of studies on picture perception in different cultures. [2]

(a) Describe <u>one</u> piece of qualitative data in this study.

Any one from:
Slide of an elephant, Mrs Donald Fraser showing a head in profile, ox and dog picture.

Likely 2 mark answer:
- The Africans were shown a slide of an elephant. They stood up and shouted thinking the elephant was alive.

Likely 1 mark answer:
- The Africans could not perceive the pictures they were shown.

1 mark for a brief description, 2 marks for a clear description.

Content from the study for information:

For example, he recalled a story told by Mrs Donald Fraser, who taught health care to Africans in the 1920s. This is her description of an African woman slowly discovering that a picture she was looking at portrayed a human head in profile: 'She discovered in turn the nose, the mouth, the eye, but where was the other eye? I tried by turning my profile to explain why she could only see one eye but she hopped round to my other side to point out that I possessed a second eye which the other lacked'.
Robert Laws – Take a picture in black and white and the natives cannot see it. You may tell the natives 'This is a picture of an ox and a dog' and the people will look at it and look at you and that look says that they consider you a liar. If you explain it again you may get a few that will be able to see the animals when you point out the horn and tail and they will clap their hands together.
Slide of an elephant – the tribal people were frightened of the picture and many people jumped up and shouted fearing the beast was alive. The chief crept up and peeped behind the sheet to discover the animal's body was only the thickness of the sheet; a great roar broke the stillness of the night.
One participant explained why he didn't like the split style elephant because he was worried that it was jumping around dangerously.

(b) Outline <u>one</u> way this study may be ethnocentric. [2]

Likely 2 mark answer:
The study is ethnocentric, the responses by the Africans are seen as being not as good as Western depth perception because the researchers are all Western.

1 mark for a brief description that will explain the ethnocentrism. 2 marks for a clear description that explains the ethnocentrism in terms of the researchers being Western.

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5 Outline <u>two</u> features in the study by Samuel and Bryant (conservation) which caused it to lack ecological validity. [2 + 2]

Likely 2 mark answers:

- Children are not asked questions by a stranger in their everyday life.
- Children are not questioned in a separate room by an experimenter in their everyday life.
- Children are not asked to follow a standardised procedure.
- Children are not asked to carry out the same tasks over and over as they had to do each task four times in the experiment.

Likely 1 mark answer:

- Taken out of the classroom and put in a room.

1 mark for a brief/muddled answer, 2 marks if it is explained.

No credit given to sample or asking the same question twice if mentioned on its own without referring to the unusual situation.

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

6 Psychometric tests provide a numerical way of measuring aspects of the mind such as intelligence or personality.

Using the studies from the list below, answer the questions which follow.

Thigpen and Cleckley (multiple personality disorder)
Baron-Cohen, Leslie and Frith (autism)
Gould (intelligence testing)
Hodges and Tizard (social relationships)

(a) Identify <u>one</u> psychometric test in each of these studies and explain how it was used. **[10]**

Emphasis on study. Answers must be related to named studies. One point for each study.

Indicative content:
Baron-Cohen: IQ test to determine intelligence levels of each group. Autism not due to intelligence.
Hodges and Tizard: Used standardised Rutter scales both A & B to assess social difficulties of the institutionalised versus control group of participants.
Gould: Intelligence test to categorise army recruits, used to decide on officer placement, used to create the Immigration Restriction Act.
Thigpen and Cleckley: IQ test, results of 110 and 104 to prove Eve had MPD.

For each point up to a maximum of FOUR points:

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 psychometric tests used in the study. The description may be very brief or muddled.	[1]
Description of point about the psychometric tests used in the study. (Comment without comprehension.) A clear description that may lack some detail.	[2]
As above but with analysis (comment with comprehension) about the psychometric tests used in the study. A clear description that is in sufficient detail.	[3]

[max 10]

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(b) What are the strengths and weaknesses of psychometric testing? [10]

Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.

Indicative content:
Strengths: Easy to compare the results of participants, data is quantitative and statistics can be done, fairly quick to carry out on the participants.
Weaknesses: People often generalise, may misinterpret results and/or make ethnocentric assumptions based on test results. The measure may not be valid. What does an intelligence test measure? A test may not be culture fair. Not all people may be familiar/lack of experience with the tests or test items. Familiarity with test improves score.

1 mark: The IQ test may not be measuring intelligence.
2 marks: The IQ test may not be measuring intelligence but something else. It is possible that the tests may be culturally biased.
3 marks: The IQ test may not be measuring intelligence but something else. It is possible that the tests may be culturally biased. For example, in the Gould study the tests had questions that were very specific to American culture.

For each point up to a maximum of FOUR points:

No answer or incorrect answer.	[0]
Identification of strength/weakness related to psychometric tests.	[1]
Description of problem related to psychometric tests **or** a weak description of a problem related to studying psychometric tests and applied to a study.	[2]
Description of problem related to psychometric tests and applied to a study effectively.	[3]

[max 10]

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(c) 'Psychometric tests are the only way of making comparisons between people.' To what extent do you agree with this statement? Give reasons for your answer. [10]

Emphasis on point. Answers supported with named study (or other) studies/evidence.

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 the 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, i.e. expressing both sides of the argument, and reflect understanding which extends beyond specific studies. There may well be a consideration of the implications and effects.	[9–10]

[max 10]

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7 The social approach studies the interaction between people and how this interaction influences behaviour.

Using the studies from the list below, answer the questions which follow.

Milgram (obedience)
Piliavin, Rodin and Piliavin (subway Samaritans)
Haney, Banks and Zimbardo (prison simulation)
Tajfel (intergroup categorisation)

(a) Describe what each study tells us about social behaviour. [10]

Emphasis on study. Answers must be related to named studies. One point from each study.

Indicative content:
Milgram: Tells us that people are willing to obey a legitimate authority figure. Participants were willing to shock an innocent victim up to 450 volts because they were told to do so.
Piliavin: Tells us that people respond to an emergency situation by weighing up the costs and benefits of getting involved. In the study the participants did help the cane because the costs were low and the participants felt good for helping a blind man the accused.
Zimbardo: Explains the pathology of power. The guards had a lot of control over the prisoners and became more and harsher as the study progressed. This shows that through our interactions with others we can become more authoritarian.
Tajfel: Shows how being placed into a group can lead to discrimination and in group favouritism. The participants gave more points to their own group and maximised the difference between the groups if possible.

For each point up to a maximum of FOUR points:

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 social processes. The description may be very brief or muddled.	[1]
Description of point about the social processes in the study. (Comment without comprehension.) A clear description that may lack some detail.	[2]
As above but with analysis (comment with comprehension) about the social processes in the study. A clear description that is detailed.	[3]

[max 10]

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(b) What problems may psychologists have when they study social behaviour? [10]

Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.

Indicative content:
Ethics of studying people in their social environment, ethics of studying negative social behaviour, difficulty in creating realistic studies of social behaviour, practical problems that limit studies of social behaviour, restricted samples that limit generalisability, demand characteristics that reduce validity, or any other relevant problem.

1 mark: Unrealistic studies do not explain social behaviour.
2 marks: Unrealistic studies do not explain social behaviours because the behaviour of the participants is too unlike their real life behaviour.
3 marks: Unrealistic studies do not explain social behaviour because the behaviour of the participants is too unlike their real life behaviour. For example, in Zimbardo's study as the guards knew it was not real they may have just been pretending to be verbally aggressive as they thought they were just acting.

For each point up to a maximum of FOUR points:

Incorrect problem with the study.	[0]
Identification of problem related to studying social processes.	[1]
Description of problem related to studying social processes **or** a weak description of a problem related to studying social processes and applied to a study.	[2]
Description of problem related to studying social processes and applied effectively to study.	[3]

[max 10]

(c) 'It is never possible to get a true understanding of social behaviour.' To what extent do you agree with this statement? Give reasons for your answer. [10]

Emphasis on point. Answers supported with named study (or other) studies/evidence.

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 the 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, i.e. expressing both sides of the argument, and reflect understanding which extends beyond specific studies. There may well be a consideration of the implications and effects.	[9–10]

[max 10]

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8 Some psychological studies are useful to society.

Using the studies from the list below, answer the questions which follow.

Loftus and Palmer (eyewitness testimony)
Rosenhan (sane in insane places)
Raine, Buchsbaum and LaCasse (brain scans)
Hraba and Grant (doll choice)

(a) Describe what each of these studies tells us that is useful. [10]

Emphasis on study. Answers must be related to named studies. One point from each study.

Indicative content:
Loftus and Palmer: Could be useful to police officers to not ask leading questions when interviewing witnesses. Could be useful in court for the same reason. Teachers could use leading questions to help students give the answer they want.
Rosenhan: Uncovered problems in psychiatric hospitals. Psychiatrists need to spend more time with patients. Staff need to treat patients better and try to help raise their self esteem by paying attention to them. Staff should not label all behaviour as insane.
Raine: Could be useful to test whether someone does have inactivity in their brain and whether this might cause people to be more prone to violence. Could lock people up before they commit the crime. Those facing murder charges could use it in their defence.
Hraba and Grant: Shows the importance of raising cultural awareness and racial pride to improve an ethnic group's belief in themselves as the black pride movement is what led black people to have more pride in their own race. Candidates may give real world examples of where this has happened or could happen in the future.

For each point up to a maximum of FOUR points:

No answer or incorrect answer.	[0]
Identification of point relevant to question but not related to study. The description may be very brief or muddled.	[1]
Description of point about how the study is useful. (Comment without comprehension.) A clear description but may lack some detail.	[2]
As above but with analysis (comment with comprehension) about how the study is useful. A clear description that is detailed.	[3]

[max 10]

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(b) What problems may psychologists have when they try to conduct useful research?[10]

Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.

Indicative content:
Ethics of doing realistic and therefore useful research, restricted samples that make research less useful, reductionist explanations that limit usefulness, ecological validity that limit usefulness, practical problems that make studies difficult to carry out, demand characteristics that reduce validity, or any other relevant problem.

1 mark: If a study is unrealistic it is less useful.
2 marks: If a study is unrealistic it is less useful and you cannot apply these results to help people in everyday life.
3 marks: If a study is unrealistic it is less useful and you cannot apply these results to help people in everyday life. For example, the Loftus and Palmer study is highly unrealistic as participants just watch video clips which means it might not be useful in understanding eyewitness testimony in the courts.

For each point up to a maximum of FOUR points:

Incorrect problem with the study.	[0]
Identification of problem that is related to conducting useful research.	[1]
Description of problem related to conducting useful research **or** a weak description of a problem related to conducting useful research and applied to a study.	[2]
Description of problem related to conducting useful research and applied effectively to study.	[3]

[max 10]

(c) 'It does not matter if psychological research is useful. Knowledge is important in its own right.' To what extent do you agree with this statement? Give reasons for your answer. [10]

Emphasis on point. Answers supported with named study (or other) studies/evidence.

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 the 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]
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[max 10]

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