UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

9698 PSYCHOLOGY

9698/22 Paper 2 (Core Studies 2), maximum raw mark 70

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 2012 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 Rosenhan (sane in insane places) used an observation to investigate staff behaviour towards patients in psychiatric hospitals. An alternative way to investigate this would be to design a self report study.

(a) Describe the self report as a research method. [5]

Any five correct points.
1 mark for each point up to a maximum of five points.
No answer or incorrect answer, 0.

Indicative content:
Used to gain insight into the thoughts and beliefs of Ps.
Open/closed questions.
Qualitative/quantitative data.
Subjective.
Likert scale questions.
Easily repeated in the case of questionnaires.
Questionnaires/interviews.
Interviews can be structured/semi-structured.
Researcher bias.

(b) Design an alternative study using a self report and describe how it could be conducted. [10]

Candidates will most likely describe either an interview and/or questionnaire conducted on the staff/patients.

Candidates should describe the who, what, where and how.

Major omissions include the what and how. Candidates must describe the questions asked to the Ps and at least an indication of how this information would be collected (e.g. interview/questionnaire).

Minor omissions include who and where.

It is possible to achieve 9 marks with a small minor omission.

Alternative study is incomprehensible.	[0]
Alternative study is muddled and impossible to conduct.	[1–2]
Alternative study is muddled and/or major omissions but possible.	[3–4]
Alternative study is clear with a few minor omissions and possible.	[5–6]
Alternative study is described with one minor omission and in some detail.	[7–8]
Alternative study is described in sufficient detail to be replicable.	[9–10]

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(c) Evaluate this alternative way of studying staff behaviour towards patients in psychiatric hospitals in practical and ethical terms. [10]

Indicative content:
Candidates needs to consider a number of points regarding their study. These points can be both positive and/or negative.

Appropriate points could include a discussion about.
Ethics of questionnaires which can be good as consent is obtained but the questions could be intrusive.
Qualitative/quantitative data collected via self report.
Social desirability of responses given so appear to be good with patients.
Leading questions to get the staff to respond negatively.
Generalisability of the sample chosen.
Validity of the self report – can be affected by demand characteristics, researcher bias, qualitative/quantitative data, etc.
Any other appropriate point.

In order to achieve higher marks (5+) the candidate must link their points to their investigation described in part (b).

Candidates must discuss both practical and ethical points to achieve 7+ marks.

No evaluation.	[0]
Evaluation is muddled and weak.	[1–2]
Evaluation is simplistic and/or not specific to the investigation. May include one point that is brief and specific to the investigation.	[3–4]
Evaluation is simplistic but specific to the investigation (may include general evaluation). May include one very detailed point.	[5–6]
Evaluation is good and specific to the investigation. Two or more points.	[7–8]
Evaluation is detailed and directly relevant to the investigation and the self report method.	[9–10]

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2 The study by Maguire et al investigated the brain activity of taxi drivers using scientific equipment to conduct physiological tests.

(a) What is meant by a physiological test? [2]

1 mark partial, 2 marks full.

Involves using equipment – 1 mark.
Uses equipment to measure some aspect of our biology – 2 marks.

(b) Describe one control in the physiological tests used in Maguire et al's study. [3]

1–2 marks partial, 3 marks full.

Controls could include:
Sample.
Thinking tasks.
Equipment used.

The equipment (PET scan) was a control – 1 mark
The equipment (PET scan) was a control as the same piece of machinery was used on each P – 2 marks
The equipment (PET scan) was a control as the same piece of machinery was used on each P. Therefore the way the brain was scanned was identical for each P – 3 marks

Up to 2 marks can be given for features of the sample (except for taxi drivers). An explanation of why these are a control needs to be given for 3 marks.

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(c) Discuss the strengths and weaknesses of the physiological approach as used in the study by Maguire et al. [10]

Appropriate strengths and weaknesses will be varied. These could include –

Strengths:
Use of scientific equipment.
Reliability of equipment.
Validity of measures.
Ethics as participants know they are being scanned.
Reductionist conclusions, so easy to understand.
Usefulness as scientific, so respected by society.

Weaknesses:
Validity of measures.
Ecological validity of methods generally used.
Ethics as scans are uncomfortable.
Usefulness can be low due to reductionist conclusions.
Data collection methods generally used.
Determinism results as suggests physiological factors are sole cause of behaviour.
Sample (clearly linked to the approach).
Any other appropriate point.

No comment on the strengths and weaknesses of the physiological approach.	[0]
Comment given but muddled and weak.	[1–2]
Consideration of at least a strength and a weakness not specific to investigation **OR** consideration of either a strength/weakness that is specific to approach and investigation.	[3–4]
Consideration of two or more points (at least one strength and one weakness) which are clear and specific to investigation.	[5–6]
Consideration of at least two strengths and two weaknesses which are clear and specific to investigation.	[7–8]
Consideration of at least two strengths and two weaknesses which are good and directly relevant to the investigation.	[9–10]

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(d) Discuss the extent to which the findings of Maguire et al's study can be usefully applied. [10]

Candidates may discuss how the findings of the study by Maguire are useful and to who without discussing the extent to which the findings are useful. Give a maximum of 4 marks to these candidates.

Appropriate comments could include linking usefulness to –

Sample used is limited as just taxi drivers.
Scientific nature of the study makes study more useful.
Ecological validity due to scanning and imagining images, so less useful.
Reductionist conclusions, so could be more useful as simple to understand. Missing other causes so less useful.
Lack of demand characteristics/social desirability due to scientific equipment used, so more useful.
An explanation is offered of physiological processes, so this is more useful.
Any other appropriate comment.

No comment on usefulness.	[0]
Comment on usefulness is muddled and weak.	[1–2]
Comment on usefulness which is not specific to the investigation **OR** a brief comment on usefulness which is specific to investigation.	[3–4]
Consideration of usefulness is simplistic but specific to investigation and somewhat detailed. This could include one point. **OR** Consideration of usefulness which is detailed but not specific to investigation.	[5–6]
Consideration of usefulness is good but brief (2 or more points) and specific to investigation.	[7–8]
Consideration of usefulness (2 or more points) which is detailed and directly relevant to the investigation.	[9–10]

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SECTION B

3 (a) Outline what is meant by the 'developmental approach' in psychology. [2]

1 mark partial, 2 marks full.

The developmental approach is the study of children – 1 mark
The developmental approach is the study of how behaviour changes as we age – 2 marks

Appropriate responses could also include assumptions of the developmental approach.

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

Nelson (children's morals)
Langlois et al (infant facial preference)
Bandura et al (aggression)

(b) Describe how data were collected from the children in each of these studies. [9]

Indicative content: Most likely answers (any appropriate answer receives credit):
Nelson: Ps told one of three story presentation conditions (verbal only, picture-motive implicit and picture-motive explicit) and were told all four stories. The children had to say whether the little boy in the story was a good boy, bad boy or just okay. They also had to indicate how good or bad the boy was by pointing to one of the faces. They were then told to tell the story aloud exactly as they had heard it. If any motive or outcome info was omitted specific questions were asked to elicit this info.
Langlois: Babies' mothers wore glasses and a light/buzzing noise was used to attract the infants attention to the screen. Infants were timed on how long they gazed at the colour slides of the adult women and adult men. Their visual fixations were recorded on a video monitor.
Bandura: Data collected through a one way mirror. Children observed by two observers for imitative and non-imitative behaviour. They were observed in five second intervals.

For each study:	
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 data collection from the study. The description may be very brief or muddled.	[1]
Description of point about data collection from the study. (Comment with lack of understanding.) A clear description that may lack some detail.	[2]
As above but with analysis (comment with comprehension) about data collection from the study. A clear description that is in sufficient detail.	[3]

[max 9]

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(c) What are the advantages of using the developmental approach for psychologists? [9]

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

Indicative content:
Children are easy to find via schools/crèches/etc.
Usefulness of research.
Can investigate change over time as children develop.
Can be ethical if permission sought from parents.
Children are very imaginative and will believe in situations more than adults.
Explanations are offered of the developmental approach.
Any other appropriate advantage.

Marks per point up to a MAXIMUM of three points.

No answer or incorrect answer.	[0]
Identification of advantage related to developmental approach.	[1]
Description of advantage related to investigating developmental approach **OR** a weak description of an advantage related to investigating developmental approach and applied to a study.	[2]
Description of advantage related to investigating developmental approach and applied to the study effectively.	[3]

[max 9]

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4 (a) Outline what is meant by the term 'ethical guideline'. [2]

1 mark partial, 2 marks full.

Examples of ethical guidelines will receive 1 mark maximum.

E.g. An ethical guideline is informed consent – 1 mark

Ethical guidelines are put in place by psychologists to protect participants in their studies (e.g. informed consent) – 2 marks

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

Haney, Banks and Zimbardo (prison simulation)
Milgram (obedience)
Veale and Riley (mirror gazing)

(b) Describe an ethical guideline raised in each of these studies. [9]

The guideline raised can be positive or negative. Only credit one guideline per study.

Zimbardo: Harm and distress, lack of informed consent as Zimbardo was unaware of the extreme behaviour that would be shown in the study, ethical approval given in advance, difficult for some Ps to withdraw, detailed and in-depth debrief given.
Milgram: Harm and distress, lack of informed consent as Ps thought the study was on learning, deception as Ps thought the stooges were real, shocks were real, etc. Although withdrawal was offered it was then made difficult for Ps to withdraw due to verbal prods, in-depth debrief and follow up one year later given to Ps.
Veale: Harm and distress by allowing people with BDD to do their obsessive behaviour in the study, makes Ps more aware of their issues which may be upsetting, debrief should have been offered to Ps.

For each study:	
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 an ethical guideline from the study. The description may be very brief or muddled but linked to the study.	[1]
Description of point about an ethical guideline from the study. (Comment with lack of understanding.) A clear description that may lack some detail.	[2]
As above but with analysis (comment with comprehension) about an ethical guideline from the study. A clear description that is in sufficient detail.	[3]

[max 9]

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(c) What problems may psychologists have when try to make their studies ethical? [9]

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

Indicative content:
If very realistic may be unethical.
If informed consent obtained may be unrealistic.
If informed consent obtained Ps may give into demand characteristics.
Difficult to get informed consent, debrief certain groups of Ps (e.g. children, animals, vulnerable Ps).
If right to withdraw offered and study is upsetting lots of Ps may leave and it may be difficult to get a variety of results.
May lower the status of psychology.
If lots of psychological research is unethical may be difficult to get Ps in the future.
Or any other relevant problem.

Marks per point up to a MAXIMUM of three points.

No answer or incorrect answer.	[0]
Identification of problem related to ethics.	[1]
Description of problem related to ethics **or** a weak description of a problem related to ethics and applied to a study.	[2]
Description of problem related to ethics and applied to the study effectively.	[3]

[max 9]

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