CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2013 series

9698 PSYCHOLOGY

9698/21 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Section A

1 Miligram (obedience) conducted a controlled observation in a laboratory to investigate obedience to an authority figure. An alternative way to investigate this would be to conduct an observation in the natural environment.

(a) Describe different types of experiments in psychology. [5]

Any five correct points.
1 mark for each point up to a maximum of five points.
Marks can be awarded for both identifying the type of experiment and giving a definition.
No answer or incorrect answer, 0.
If only one type of experiment is described give a maximum of 3 marks.

Indicative content
Laboratory experiments – have an IV and DV and take place in a controlled environment.
Field experiments – have an IV and DV and take place in the natural environment.
Quasi/natural experiment – where the IV is naturally occurring.
True experiment – where the IV is manipulated by the experimenter.
Experimental design can be RMD/IMD/MP.
The IV is the manipulated variable.
Any other appropriate point.

(b) Design an alternative study to the Miligram study using an observation in the natural environment and describe how it could be conducted. [10]

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

Major omissions include the what and how. Candidates must describe what behaviour is being measured (e.g. behaviour categories/tally chart) and give some indication of how the data is collected (e.g. participant observation).

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 but possible and/or there are major omissions.	[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 obedience to authority in ethical and methodological terms. [10]

Indicative content
Candidates need 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 observations.
Points regarding the strengths and weaknesses of qualitative/quantitative data.
Practical issues of observing in the natural environment.
Researcher bias.
Generalisability of the sample.
Ecological validity is high in an observation.
Demand characteristics if participants realise they are being observed.
Reliability of data collection method.
Validity of data collection method.
Any other appropriate point.

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

In order to achieve more than four marks the candidate must link their points to their investigation described in part **(b)**.

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

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2 Veale and Riley conducted a self report study that investigated mirror gazing beliefs and behaviours in patients with body dysmorphic disorder.

(a) What is meant by 'application of psychology to everyday life'? [2]

1 mark partial
2 marks full

Usefulness – 1 mark (partial)
This is whether research is useful and can improve the lives of people in their day to day lives. – 2 marks (full)

(b) Explain why Veale and Riley's study is an example of the individual differences approach. [3]

1–2 marks partial, 3 marks full.

Full mark response –
Patients with BDD are different – 1 mark
The study shows how patients with BDD gaze in mirrors differently to normal people. – 2 marks
Patients with BDD are unique in terms of their mirror gazing behaviour. They use mirrors differently to ordinary people and this mirror gazing makes them feel unhappy. – 3 marks

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(c) Discuss the strengths and weaknesses of the individual differences approach as used in the study by Veale and Riley. [10]

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

Weaknesses

Difficult to summarise results as every participant is unique.
Generalisability as often studies done on small groups/unique samples.
Can be reductionist as focusing on certain differences.
Can be unethical as participants could be discussing how they are different and this could upset them. Could be intrusive.

Strengths

Useful to help people with mental health problems.
Often uses questionnaires which allow participants to express thoughts and feelings (more valid).
Closed questions are reliable.

Any other appropriate point.

No comment on individual differences 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 strength/weakness that is specific to 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 both strengths and weaknesses which is good but brief and specific to investigation.	[7–8]
Consideration of both strengths and weaknesses which is detailed and directly relevant to the investigation.	[9–10]

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(d) Discuss the extent to which the findings of Veale and Riley's study can be applied to everyday life. [10]

Candidates may discuss how the findings of the study by Veale and Riley can be applied to everyday life and to whom, without discussing the extent to which the findings are applied. Give a maximum of 4 marks to these candidates.

Appropriate comments could include linking application to everyday life to:

Sample used.
Qualitative/quantitative data.
Social desirability.
Scientific nature of the study.
Ecological validity.
Reductionism.
Any other appropriate comment.

No comment on application to everyday life.	[0]
Comment on application to everyday life is muddled and weak.	[1–2]
Comment on application to everyday life which is not specific to the investigation **OR** a brief comment on application to everyday life which is specific to investigation.	[3–4]
Consideration of application to everyday life is simplistic but specific to investigation and somewhat detailed. This could include one point. **OR** Consideration of application to everyday life which is detailed but not specific to investigation.	[5–6]
Consideration of application to everyday life is good but brief (2 or more points) and specific to investigation.	[7–8]
Consideration application to everyday life (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 'cognitive approach' in psychology. [2]

1 mark partial
2 marks full

The cognitive approach is the study of thinking. – 1 mark
The cognitive approach is about understanding thinking processes/information processing. – 2 marks

Answers which describe the different types of cognitive processes investigated (e.g. language, memory, perception) are also creditworthy.
Appropriate answers could include assumptions of the cognitive approach.

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

Baron-Cohen et al. (eyes test)
Held and Hein (kitten carousel)
Mann et al. (lying)

(b) Describe the cognitive processes that were investigated in each of these studies. [9]

Indicative content
Most likely answers (any appropriate answer receives credit):

Baron-Cohen: Investigates advanced theory of mind in adults with AS/Autism using the eyes task. Advanced theory of mind is an understanding of the thoughts/emotions of others.

Held and Hein: Investigates the visual perception of kittens. The study looks at how perception develops from birth and the impact of experience on these skills. It investigates the effect of self-generated movement on visually guided behaviour.

Mann et al.: Investigates deceptive behaviour. The focus of this study was to show a link between lying and body language.

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 cognitive processes from the study. The description may be very brief or muddled.	[1]
Description of point about cognitive processes from the study. (Comment lacks understanding.) A clear description that may lack some detail.	[2]
As above but with analysis (comment with comprehension) about cognitive processes 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 cognitive 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:
Can be ethical if just asking participants to do simple cognitive tasks.
Usefulness of research.
Studies often take place in the laboratory which are high in control.
Studies are often experiments which show cause and effect.
Results/conclusions can be reductionist which are easy to understand and put into practice.
Any other appropriate advantage.

Marks per point up to a MAXIMUM of three points:

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

[max: 9]

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4 (a) Outline what is meant by 'qualitative data'. [2]

1 mark partial, 2 marks full.

Example answer:
Detailed/in-depth results. – 1 mark
Results that are collected through open questions which give detailed responses. – 2 marks

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

Haney, Banks and Zimbardo (prison simulation)
Freud (little Hans)
Rosenhan (sane in insane places)

(b) Describe the qualitative data and how they were collected in each of these studies. [9]

Haney et al.: The conversations of the participants were recorded. Behaviour was recorded using video equipment. Open ended questions were put to participants both in writing and verbally. Any description of the results of the study are acceptable unless the candidate directly refers to numerical data (e.g. the percentage of conversations between prisoners that was about the prison).

Rosenhan: The pseudo-patients kept diaries while in the hospitals. The behaviour of staff and patients were noted. Any description of the pseudo-patients experiences are acceptable except for directly giving numerical data (e.g. number of tablets given). For example, oral aquisitive syndrome, when the staff describe the pseudo-patient as being nervous because they are pacing in the corridor, interpretation of the pseudo-patients' life stories when they are admitted to the hospital, etc.

Freud: Letters are written by Hans' father to Freud reporting conversations and Hans' fantasies.
Any of the findings from the study are acceptable (e.g. fantasies, conversations with parents, etc.)

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 qualitative data from the study. The description may be very brief or muddled.	[1]
Description of point about qualitative data 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 qualitative data 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 they collect qualitative data? [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:
Reliability.
Validity.
Ethics.
Interpreter bias.
Difficult to summarise data.
Social desirability/demand characteristics.
Difficult to analyse data.
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 qualitative data.	[1]
Description of problem related to qualitative data **OR** a weak description of a problem related to investigating qualitative data and applied to a study.	[2]
Description of problem related to qualitative data and applied to the study effectively.	[3]

[max: 9]

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