CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2014 series

9698 PSYCHOLOGY

9698/23 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Section A

1 Veale and Riley carried out a self report questionnaire to investigate mirror gazing. An alternative way to investigate mirror gazing in body dysmorphic disorder (BDD) patients is to do an observation.

(a) Describe the observational 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:
The different types of observations plus definitions
e.g. participant/non-participant
disclosed/undisclosed
time/event sampling
Examples of observations

Award a maximum of 3 marks just for terminology without any definitions.

Any other appropriate point

(b) Design an alternative way to investigate mirror gazing in BDD patients using the observational method and describe how it could be conducted. [10]

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

Major omissions include the what and how. Candidates must describe how the data would be collected (e.g. behavioural checklist) and how (e.g. time sampling)

Minor omissions include who and where.

It is possible to achieve 9 marks with a small minor omission (e.g. sampling method).

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 mirror gazing in BDD patients in methodological and practical 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
Difficulty in accessing a large sample of participants
Lack of generalisability
Could be unethical to do a study on someone with a mental health problem
Participants could lie/social desirability/demand characteristics
Difficult to compare participants as all unique
Validity of data collection technique
Reliability of data collection technique
Ecological validity

Any other appropriate point.
In order to achieve higher marks (5+) 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/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.	9–10

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2 Bandura et al. investigated aggressive behaviour in children.

(a) What is meant by the 'nature-nurture debate' in psychology? [2]

1 mark partial
2 marks full

Examples of behaviours that are due to learning/biology can achieve up to a maximum of 1 mark.

Example answer
Nature is due to biology – 1 mark.
Whether behaviour is due to biological influences or learning. – 2 marks.

(b) Describe one finding from the study that supports the nurture side of the debate. [3]

1–2 marks partial
3 marks full (clearly explains why the finding supports nurture)

Possible response –
The children copied the adult role model – 1 mark
The children imitated the punching of the Bobo doll – 2 marks
The children copied the adult who punched the Bobo doll and then the child did the exact same action showing they were imitating what they had seen. – 3 marks

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(c) Discuss the strengths and weaknesses of investigating the nature-nurture debate using the Bandura et al. study as an example. [10]

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

Weaknesses

Impossible to test someone who has had no nurturing
Difficult to access children – issues of consent/generalisability
Could be unethical to teach someone aggressive behaviour
Any issues to do with testing children are appropriate
Snapshot studies do not show the learning of behaviour over longer periods of time
Behaviour to be learned should be naturalistic otherwise lacks ecological validity

Strengths

Useful to know if behaviour is due to nature/nurture
Improves the status of psychology to address this debate
Children can behave in a very natural manner as they do not understand they are in a study
Can be easy to access children via schools/nurseries/crèches

Any other appropriate point.

No comment on the strengths and weaknesses of nature/nurture debate.	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 debate 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 Bandura et al. study can be applied to everyday life. **[10]**

Candidates may discuss how the findings of the study by Bandura et al. 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
- Reliability of the study
- 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** Consideration of extent of application to everyday life which is simplistic but 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. **OR** Evaluation points specific to the investigation without a clear reference to application to everyday life.	5–6
Consideration of application to everyday life is good but brief (2 or more points) and specific to investigation. **OR** Consideration of application to everyday life with one issue which is detailed and directly relevant to the investigation and the other issue(s) is more simplistic.	7–8
Consideration of 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 'social approach' in psychology. [2]

1 mark partial, 2 marks full

The social approach is the study of people in groups. – 1 mark
The social approach is the study of the interaction of people between or within groups. – 2 marks

Appropriate answers could include assumptions of the social approach.

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

Milgram (obedience)
Piliavin et al. (subway Samaritans)
Tajfel (intergroup categorisation)

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

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

Tajfel: Quantitative data were collected. Participants in both studies completed a matrix booklet where they awarded points to both the in-group and out-group.

Milgram: Quantitative and qualitative data were collected. Participants were observed and verbal comments and behaviours were noted. A self report was given at the end of the study for participants to rate the intensity of the shock. How far up the shock generator each participant went was also recorded.

Piliavin et al.: Observers recorded quantitative and qualitative data. They noted the number of passengers and their race in the carriage (both critical and adjacent areas), who helped, how long it took someone to help. They also noted down comments from the passengers.

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 mark	9

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(c) What advantages may psychologists have when they investigate social processes? [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:

Provide useful explanations.
Can provide simple explanations of behaviour which are easy to understand.
If study is done in a natural situation can be ecologically valid
If participants do not know they are being observed in the social setting can reduce demand characteristics/social desirability
Can show a cause and effect link between the social environment and behaviour
If the study is complex can provide a holistic explanation of behaviour
Can be ethical if participants are aware they are in a study
Or any other relevant advantage.

Marks per point up to a MAXIMUM of three points.	
No answer or incorrect answer.	0
Identification of advantage.	1
Description of advantage related to social approach. **OR** A weak description of an advantage related to social approach and applied to a study.	2
Description of advantage related to social approach and applied to the study effectively.	3
Max mark	9

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

1 mark partial
2 marks full

The physiological approach is the scientific study of biological and physiological processes in the body and the effect these have on behaviour and psychological states.

Appropriate answers could include assumptions of the physiological approach.

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

Dement and Kleitman (sleep and dreaming)
Demattè et al. (smells and facial attractiveness)
Schachter and Singer (emotion)

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

Dement and Kleitman: Investigated sleep and dreaming. They wanted to investigate if there is a relationship between REM sleep and the occurrence of dreams. They also wanted to know if dream content matches eye movement and do participants have an awareness of time while dreaming.

Demattè et al.: Investigated whether olfactory cues influence the experience of facial attractiveness. If unpleasant smells are presented, will participants rate faces as less attractive. If pleasant smells are presented, will participants rate faces as more attractive.

Schachter and Singer: Investigated the two factor theory of emotion. They wanted to investigate if in order to experience emotion, participants require both the situational cues as well as the physiological changes in the body.

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 physiological processes from the study. The description may be very brief or muddled.	1
Description of point about physiological processes 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 physiological processes from the study. A clear description that is in sufficient detail.	3
Max mark	9

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(c) What problems may psychologists have when they investigate physiological processes? [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:

Equipment may be inaccurate
The equipment used may give very basic readings (e.g. EEG)
Lacks detailed data
No indication of participants' thoughts and feelings
May be difficult to create studies that are ecologically valid.
May create unethical studies.
May be difficult to find a representative sample.
Participants may respond to demand characteristics if the study is unnatural.
The findings may offer a reductionist explanation of physiological processes and their effect on behaviour.
Or any other relevant problem

Marks per point up to a MAXIMUM of three points.	
No answer or incorrect answer.	0
Identification of problem.	1
Description of problem related to investigating physiological approach. **OR** A weak description of a problem related to investigating physiological approach and applied to a study.	2
Description of problem related to investigating physiological approach and applied to the study effectively.	3
Max mark	9

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