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PSYCHOLOGY **9698/22**

Paper 2 Core Studies 2 **May/June 2016**

MARK SCHEME

Maximum Mark: 70

Published

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Section A

1 Demattè et al. used a laboratory experiment to investigate smells and facial attractiveness. An alternative way to investigate smells and facial attractiveness would be to conduct an observation.

(a) Describe observation as a research method. [5]

Any five correct points
Maximum of 2 marks for terminology on its own.

Marks can be awarded for both identifying features of observations but NOT strengths and weaknesses.

Indicative content:
- Checklist used to record behaviour.
- Behavioural categories can be recorded.
- Can take place in the naturalistic environment.

Terminology:
- Structured – observers use a coding scheme to record behaviour.
- Unstructured – observers note down all behaviours that occur (usually around a certain topic).
- Time – recording behaviour in time intervals.
- Event sampling – recording specific behaviours every time they occur.
- Overt – where the researcher reveals their true identity (as an observer)/ with the knowledge of the participant.
- Covert – where the research is carried out undercover/without the knowledge of participant. The observer's real identity and purpose is kept concealed.
- Participant – where the observer joins in with the group/activity in order to observe the participants' behaviour.
- Non-participant observation – where the observer does not join in with the group/activity in order to observe the participants' behaviour.
- Naturalistic observation – this is where the observations takes place in the participants' natural environment
- Controlled observation – this is where the observation takes place in a controlled situation such as a lab.

Allow one mark for each correct definition of the above terminology.

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(b) Design an alternative investigation which tests smells and facial attractiveness as an observation and describe how it could be conducted. [10]

Candidates will most likely describe either a participant or non-participant observation. Candidates should describe the who, what, where and how.

Major omissions include the what and how. Candidates must describe the behaviour measured. This could be by giving the behaviour categories observed. The how is how the behaviour is recorded (e.g. behavioural sampling technique (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 of participants).

If another method is described, that is creditworthy so long as an observation is used to collect the data.
If a method other than observation is used (e.g. self report) cap at 4 marks.
If clearly not investigating facial attractiveness award 4 (e.g. not clear if participant observers are attractive or not, picking out objects, etc.)

For unethical procedures, cap at 4 marks.

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 2+ minor omissions.	5–6
Alternative study is described with one minor omission.	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 smells and facial attractiveness in methodological and practical terms. [10]

Candidates need to consider a number of points regarding their study. These points can be positive and/or negative.

Appropriate points could include a discussion about:
- Ethics of an observation.
- Ecological validity of an observation.
- Poor/strong validity due to data collection method chosen in the observation.
- Poor reliability due to lacking in controls
- Social desirability/demand characteristics if participants realise they are being observed
- Strengths and weaknesses of qualitative/quantitative data collected
- Researcher bias
- Generalisability of sample
- Practical issues of using an olfactory cue. Any other appropriate point.

In order to achieve 5+ 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. 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 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. Two or more points.	9–10

2 Bandura et al. conducted a study to investigate the causes of aggression.

(a) What is meant by the 'behaviourist perspective' in psychology? [2]

1 mark partial
2 marks full

All behaviour is learned (from the environment) – 1 mark.
All behaviour is learned from the environment via observation and imitation.
OR all behaviour is learned from the environment when a positive reinforcement is given for this behaviour. – 2 marks.

Candidates may describe a wide variety of definitions. They could consider stimulus/response; operant conditioning; classical conditioning and/or any assumptions of the perspective.

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(b) Explain why the Bandura et al. study is an example of the behaviourist perspective. [3]

1–2 marks partial
3 marks full

Bandura's study shows that children learn aggression – 1 mark.
Bandura's study shows that children learn aggression through observation and imitation – 2 marks.
Bandura's study shows that children learn aggression through observation and imitation. For example, children directly copied the aggressive acts they saw with the Bobo doll (e.g. punching Bobo) – 3 marks.

(c) Discuss the strengths and weaknesses of research in a laboratory using the Bandura et al. study as an example. [10]

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

Weaknesses
- Ecological validity is poor
- Possibility of demand characteristics

Strengths
- High control
- Shows cause and effect
- Useful
- Validity
- Reliability of observational checklist/other standardised features of experiment

Any other appropriate point.

No comment on the strengths and weaknesses of laboratory research.	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 laboratory research and investigation. (May include two strengths and/or two weaknesses on their own.)	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 is ethical. [10]

Appropriate points will be varied. These could include –

Is ethical –
- Not clear if parents gave consent (they may have done)
- Children were not harmed due to just playing with a doll.
- Permission may have been given by the nursery to take part.
- Too young to experience any permanent damage (would probably not remember it).
- Confidential as no names or photographs in the original paper.

Is not ethical –
- Did not clearly get consent from parents.
- It is not possible to get consent from the children.
- No debrief given/impossible to do with a young child.
- No right to withdraw as the experimenter remained in the room during the experimental session; otherwise a number of children would either refuse to remain alone or would leave before the termination of the session.
- Children could have been harmed and found the study scary and/or comments about harm caused during mild aggressive arousal.

No comment on ethics.	0
Comment given but muddled and weak.	1–2
Consideration of ethics but not specific to investigation. **OR** Consideration of ethics which is simplistic and brief but specific to investigation.	3–4
Consideration of ethics is simplistic but specific to investigation. May include one detailed point.	5–6
Consideration of ethics which is good, in some detail and specific to investigation (two or more points in some detail).	7–8
Consideration of ethics which is detailed and directly relevant to the investigation (two or more points which are detailed).	9–10

Section B

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

1 mark partial
2 marks full

The longitudinal method is a study over a (long) period of time. = 1 mark
The longitudinal method is the study of the development of behaviour over a long period of time. = 2 marks.

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

Rosenhan (sane in insane places)
Thigpen and Cleckley (multiple personality disorder)
Freud (little Hans)

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

Most likely answers (any appropriate answer receives credit):

Rosenhan:
Eight pseudo-patients kept diaries while in the hospitals. They recorded the conversations and interactions between themselves, staff and patients. They also asked the staff when they would be presented at the staff meeting/'when am I eligible for ground privileges?'/'when am I eligible to be discharged?' and took down notes on the reactions. They also recorded about their length of stay in the hospital as well as the number of pills given to the pseudo-patients. In the second study, it was recorded on a ten-point scale the likelihood that the patient was a pseudo-patient.

Thigpen and Cleckley:
100+ hours of therapy where conversations and behaviours were recorded. IQ test, Rorschach, human drawings test, EEG, memory tests were done on Eve White/Eve Black and Jane (just had EEG). Interviews with family.

Freud:
The father talks to Hans about his fantasies, phobias etc. and then writes to Freud about these conversations. Freud analyses their conversations with a view to helping Hans overcome the Oedipus complex.

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. 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 are the problems when carrying out studies using the longitudinal method? [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:
- Time consuming.
- Subject attrition.
- Over involvement of psychologist leads to invalid data.
- May be unethical to study behaviour in such detail.
- Due to investment of time, participant may feel they cannot withdraw.
- Lack of replicability due to extended nature of study.
- Difficult to summarise data.
- There is often lack of control over extraneous variables.
- Frequently a small number of participants so lacks generalisability.
- Risk of personnel changing over time.
- Risk of methods changing over time.
- The study could become obsolete.

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 longitudinal method **OR** a weak description of a problem related to longitudinal method and applied to a study.	**2**
Description of problem related to longitudinal method and applied to the study effectively.	**3**
Max mark	**9**

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

1 mark partial
2 marks full

Example answer – Descriptive results = 1 mark. In depth = 1 mark
Detailed data = 1 mark
Results that are collected through open questions which give descriptive responses. = 2 marks.
Any combination of the 1 mark responses can get 2 marks (e.g. in-depth and detailed).

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

Haney, Banks and Zimbardo (prison simulation)
Milgram (obedience)
Piliavin et al. (subway Samaritans)

(b) Describe the qualitative results collected in each of these studies. [9]

Zimbardo:
Any description of the results of the study is acceptable unless the candidate directly refers to numerical data (e.g. the percentage of conversations between prisoners that was about the prison).

Milgram:
Behaviour of the participants ('subjects were observed to sweat, tremble, stutter, bite their lips, groan, dig their fingernails into flesh, nervous laughter, laughing fits, smiling and seizures). Comments made by participants (e.g. 'I think he is trying to communicate', 'he's knocking', etc.). Only results from the original article are creditworthy.

Piliavin et al.:
Comments made:
It is for men to help him.
I wish I could help him – I'm not strong enough.
I never saw this kind of thing before – I don't know where to look. You feel so bad that you don't know what to do.
Not required to be exactly word for word from the original study.

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. The description may be very brief or muddled.	**1**
Description of point about qualitative data from the study. A clear description that may lack some detail.	**2**
As above but with analysis (comment with comprehension) about qualitative data. A clear description that is in sufficient detail.	**3**
Max mark	**9**

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(c) What problems may psychologists have when they collect qualitative data in their studies? [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:
- Cannot summarise the data into graphs and charts.
- Cannot do statistical analysis of the data.
- Difficult to include all of the data in a summary.
- Can be misinterpreted either when recorded or later analysed, e.g. experimenter bias/subjective data.
- Participants may not say exactly what they are thinking.
- Participants may feel embarrassed and not admit how they feel.
- Reliability (IF clearly linked to qualitative 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.	**1**
Description of problem related to qualitative data. **OR** a weak description of a problem related to qualitative data and applied to a study.	**2**
Description of problem related to qualitative data and applied to the study effectively.	**3**
Max mark	**9**

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