**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Subsidiary Level and GCE Advanced Level**

# MARK SCHEME for the October/November 2010 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.

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UNIVERSITY of CAMBRIDGE
International Examinations

## Section A

**1 Identify and explain *two* problems with making generalisations from the study by Gardner and Gardner on Washoe. [4]**

The focus of the candidate's answer needs to be on generalisations from the study by Gardner and Gardner and not on other issues, unless this has an impact on generalisations. Candidates may consider the restricted sample in terms of size, type and even gender of the chimpanzee, ecological validity, validity of the measuring device, etc.

1 mark for identifying the problem. For example, there was a very small sample.
2 marks for explaining the problem. For example, there was a very small sample of only one chimpanzee and this cannot be applied to all chimpanzees. (2 + 2)

**2 In the study by Thigpen and Cleckley (multiple personality disorder) a number of different tests were carried out on Eve.**

**(a) Describe *one* of these tests. [2]**

Likely 1-mark answers:

- (Rorschach) Ink blot test
- IQ test (psychometric) – Wechsler-Bellevue Intelligence Scale
- Memory test (psychometric) – Wechsler Memory Scale
- Drawing of human figures
- EEG

2-mark answer: An EEG was used and this measures brain activity.

1 mark for naming the test and 1 mark for describing its purpose/what it measures/how it is measured.

**(b) Explain how the use of this test was either ethical or unethical. [2]**

**Any one from:** Deception, informed consent, physical/psychological harm, right to withdraw, debriefing, confidentiality.

1 mark for briefly describing the ethical guideline that was satisfied or broken and a second mark for explaining why it satisfies or breaks this ethical guideline in the context of the test used in the Thigpen and Cleckley study. If the description relates to a test other than the one described in part **(a)** give 0 marks.

(1 mark) Consent was obtained when doing the EEG
(2 marks) as it would not be possible to do an EEG on someone without their permission.

Just naming the issue receives 0 marks.

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**3 Outline *two* features in the study by Dement and Kleitman (sleep and dreaming) that lacked ecological validity. [4]**

**Any two from**: Wires attached to the head, woken frequently in the night, not allowed to consume caffeine and alcohol, sleeping in an unfamiliar bed, in a lab setting, etc. (all examples of 1-mark answers).

2-mark answer: When you sleep in your own bed at home you don't have wires attached to your head.

1 mark for describing the unrealistic feature in the Dement and Kleitman study and 2 marks for clearly linking to ecological validity. This could be done through a comparison with everyday life or saying the unnatural affect this feature will have on the participants in the study. (2 + 2)

**4 From the review by Gould on intelligence testing on the army recruits:**

**(a) What is meant by the term 'ethnocentrism'? [2]**

Possible answers:

- Ethnocentrism is where a person is focussed on their own ethnicity. They see the world from the point of view of their own cultural group. (2)
- Ethnocentrism is when a researcher creates materials that are biased towards a particular ethnic group, like the use of American history questions in the IQ tests. (2)
- Ethnocentrism is the bias presented in the IQ tests to Americans. (1)

1 mark for a vague description and 2 marks for a clear description possibly with an example. This does not have to be in the context of Gould's study.

**(b) Outline *one* consequence of ethnocentrism identified in Gould's review. [2]**

Likely answers:
One consequence of ethnocentrism in the Gould study was that because the IQ tests used were ethnocentric to American culture, recent immigrants did poorly on the test. (2 marks)

Black soldiers were forced to the front line in World War I because they were judged to be of inferior intelligence. (2 marks)

The IQ tests led to discrimination. (1 mark)

Candidates may also discuss eugenics and the Immigration Restriction Act.

1 mark for explaining the consequence of ethnocentrism generally **or** 1 mark for a weak explanation of the consequence plus a link to Gould and 2 marks for clearly linking to Gould.

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**5 From the study by Hraba and Grant on doll choice:**

**(a) Describe *one* way in which the findings from this study were different from the findings of the study by Clark and Clark. [2]**

Likely answers:

- The black children showed greater racial preference for the black doll in the Hraba and Grant study compared with the Clark and Clark study.
- The black children said they wanted to play with the doll more in the Hraba and Grant study compared with the Clark and Clark study.
- The black children said they thought the black doll was a nice doll more in the Hraba and Grant study compared with the Clark and Clark study.
- The black children said they thought the white doll looked bad in the Hraba and Grant study but it was the black doll they thought looked bad in the Clark and Clark study.
- The black children selected the black doll as the one with a nice colour whereas it was the white doll that was selected by the black children in the Clark and Clark study.
- The black children were significantly more ethnocentric on the racial preference questions in the Hraba and Grant study compared with the Clark and Clark study.
- The Clarks found that black children preferred white dolls at all ages (3–7), although this decreased with age. Hraba and Grant found that a majority of the black children at all ages (3–8) preferred a black doll, and this preference increased with age.
- The Clarks found that the children of light skin colour showed the greatest preference for the white doll and the dark children the least. No such trend was found by Hraba and Grant.

1 mark for a finding from Hraba and Grant and 2 marks for comparing Clark and Clark with the finding from this study.

**(b) Explain how the findings from this study could be useful. [2]**

These are useful as they show the positive effects of racial pride on a child. (1 mark)

And these could be extended if society encourages children to have racial pride. (2 marks)

1 mark for brief application/conclusion and 1 mark for a specific application. This does not have to link to the finding described in **5 (a)**.

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 A situational explanation suggests that our behaviour is determined by features such as the physical environment, and even the behaviour of other people.**

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

**Haney, Banks and Zimbardo (prison simulation)**
**Milgram (obedience)**
**Piliavin, Rodin and Piliavin (subway Samaritans)**
**Hodges and Tizard (social relationships)**

**(a) Outline a situational explanation for the behaviour investigated in each of these studies. [10]**

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

**Indicative content**:
**Zimbardo:** The environment of the prison was a factor that caused the guards and prisoners to adopt the appropriate roles. **Milgram:** Many features of the situation (Yale University, lab environment, lab coat of experimenter) made the participants accept the situation and behave according to the prods of the experimenter. **Piliavin:** The environment of the New York subway influenced the lack of diffusion of responsibility in this study. The behaviour and appearance of the victims influenced how long it took the participants to help and what type of participant got up to help. **Hodges and Tizard:** The environment of the institution affected the social behaviour of the ex-institutional group of children as they found it difficult to make friends, were adult-oriented, etc. when they were teenagers. The different environments of the adopted and restored children meant the adopted children experienced more love and care as young children and this enabled them to form closer relationships with their parents than the restored group, who may not have received this type of attention.

| 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 a situational explanation of behaviour. The description may be very brief or muddled. | 1 |
| Description of point about a situational explanation of behaviour. (Comment without comprehension.) A clear description that may lack some detail. | 2 |
| As above but with analysis (comment with comprehension) about a situational explanation of behaviour. A clear description that is detailed. | 3 |
| Max mark | 10 |

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**(b) What problems might psychologists have when they study situational explanations of 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 situation, validity of measures used in situation, bias of psychologist observing situation, restrictive sample due to the situation, lack of control over variables in the situation, separating individual and situational influences, or any other relevant issue.

1 mark: When psychologists set up situations this can create ethical problems.
2 marks: When psychologists set up situations this can create ethical problems, as the situation needs to be realistic and this realism could really upset the participants involved.
3 marks: When psychologists set up situations this can create ethical problems, as the situation needs to be realistic and this realism could really upset the participants involved. For example, in Piliavin's study some participants may have been upset by the drunk as he could have been perceived as a threat.

| For each point up to a maximum of four points | |
|---|---|
| No answer *or* incorrect answer. | 0 |
| Identification of problem not clearly related to situational explanation **or** a very weakly described problem that is related to situational explanation. | 1 |
| Description of problem related to situational explanation **or** a weak description of a problem related to situational explanation and applied to a study explanation. | 2 |
| Description of problem related to situational explanations and applied to a study effectively. | 3 |
| Max mark | 10 |

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**(c) Which is more useful: a situational explanation of behaviour or an individual explanation of behaviour? 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.<br>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.<br>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 mark | 10 |

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**7 Developmental psychology looks at how thoughts, feelings and behaviour change with age.**

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

**Freud (little Hans)**
**Baron-Cohen, Leslie and Frith (autism)**
**Bandura, Ross and Ross (aggression)**
**Samuel and Bryant (conservation)**

**(a) Describe what each study tells us about development. [10]**

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

**Indicative content:**
**Freud:** Boys go through the Oedipus complex during their psychosexual development, with development of phobias due to transference of negative experiences/emotions. **Baron-Cohen:** 'Normal' children develop a theory of mind around the age of four. This is an understanding that other people have different thoughts and beliefs from us. Children with Down's syndrome also develop this ability. Autistic children have an underdeveloped theory of mind. Theory of mind is unrelated to intelligence. **Bandura:** Children develop due to the social environment in which they are raised. They look up to adults and copy their behaviour. **Samuel and Bryant:** Children pass through stages of development such as the pre-operational stage from 2–7 years and then the concrete operational stage from 7–11 years. Children learn through experience and interaction with the world but they must reach a certain stage of maturation when certain skills such as conservation will be mastered.

| 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 development. The description may be very brief or muddled. | 1 |
| Description of point about development. (Comment without comprehension.) A clear description but may lack some detail. | 2 |
| As above but with analysis (comment with comprehension) about development. A clear description that is detailed. | 3 |
| Max mark | 10 |

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**(b) What problems may psychologists have when they study development? [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:**
Ethical problems in studying children, restricted sample of children, difficulty in access to children, practical problems like poor concentration span/language skills of children, demand characteristics as children are very eager to please, or any other relevant problem.

1 mark: Children are more likely to display demand characteristics.
2 marks: Children are more likely to display demand characteristics as they are very eager to please an adult.
3 marks: Children are more likely to display demand characteristics as they are very eager to please an adult. For example, in the Freud study little Hans could have responded as he did in order to please his father. He often just answered 'yes' in response to his Dad's questions.

| For each point up to a maximum of four points | |
|---|---|
| Incorrect problem with the study. | 0 |
| Identification of problem not clearly related to studying development **or** a very weakly described problem that is related to studying development. | 1 |
| Description of problem related to studying development **or** a weak description of a problem related to studying development and applied to a study. | 2 |
| Description of problem related to studying development and applied effectively to study. | 3 |
| Max mark | 10 |

**(c) 'It is never possible to get a true understanding of behaviour when studying children.' 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.<br>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.<br>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 mark | 10 |

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**8 Some psychologists carry out snapshot studies, which take place over a short period of time. Other psychologists carry out longitudinal research, which takes place over a longer period of time.**

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

**Loftus and Palmer (eyewitness testimony)**
**Deregowski (picture perception)**
**Tajfel (intergroup categorisation)**
**Sperry (split brain)**

**(a) Describe why each of these is a snapshot study. [10]**

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

**Indicative content:**
**Loftus and Palmer:** Took place over a short space of time. The participants watched a video clip and answered questions about it, including the critical question and/or description of second experiment. **Deregowski:** Participants were asked to answer questions about the picture of the man, antelope and elephant in terms of their depth perception. They were asked to build tridents from sticks and build models from pictures of '3D' squares. They were asked to identify which style of pictures they preferred: split style or perspective style. Reference may also be made to any of the other studies done by Hudson or some of the anecdotal evidence, which is also very brief. **Tajfel:** Had the participants do a brief study where they estimated dots on a screen and were then given matrices to complete where they allocated points to members of either their own group or the out group. **Sperry:** Split brain patients were given a variety of tasks (visual, auditory, tactile) to test the effects of the two hemispheres not being able to communicate. There should be a description of one of the tasks.

| 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 snapshot method. The description may be very brief or muddled. | 1 |
| Description of point about snapshot method. (Comment without comprehension.)<br>A clear description but may lack some detail. | 2 |
| As above but with analysis (comment with comprehension) about snapshot method.<br>A clear description that is detailed. | 3 |
| Max mark | 10 |

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**(b) What problems may psychologists have when conducting snapshot studies? [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:**
Cannot study long-term development of behaviour**,** problems with lab experiments, observer/ experimenter bias as the experimenter could misinterpret behaviour, demand characteristics are not spotted as it is such a short study or any other relevant problem.

1 mark: It is very difficult to study long-term development of behaviour in a short study.
2 marks: It is very difficult to study long-term development of behaviour in a short study as there is no opportunity for development, e.g. of language, to take place.
3 marks: It is very difficult to study long-term development of behaviour in a short study as there is no opportunity for development, e.g. of language, to take place. For example, Tajfel was unable to look at the causes of discrimination as he only did a brief study.

| For each point up to a maximum of four points | |
|---|---|
| Incorrect problem with the study. | 0 |
| Identification of problem not clearly related to snapshot method **or** a very weakly described problem that is related to snapshot method. | 1 |
| Description of problem related to snapshot method **or** a weak description of a problem related to snapshot method and applied to a study. | 2 |
| Description of problem related to snapshot method and applied effectively to study. | 3 |
| Max mark | 10 |

**(c) Which is more valid: the longitudinal or snapshot research? 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.<br>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.<br>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 mark | 10 |

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