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

9698/23 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.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

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UNIVERSITY of CAMBRIDGE
International Examinations

Section A

1 Explain *one* way in which the Milgram study on obedience is similar to everyday life and *one* way in which it is different. [4]

Likely 2-mark answers:

Similarities:
We are asked to do things by people in positions of authority in our everyday lives (e.g. teachers, police).
Students are punished in schools for getting answers wrong (e.g. being shouted at by a teacher when you get an answer wrong).
The participants clearly believed in the reality of the situation as they were shaking and sweating during the study.
Nazi guards did seriously harm the people in the concentration camps and the participants were asked to seriously harm the learner in the study.

Differences:
We don't punish people for failing a simple learning task by giving them an electric shock.
We don't learn random word pairs in our everyday lives.

1 mark – participants clearly believed in reality of situation.

1 mark for a brief answer and 2 marks if it is well explained. (2 + 2)

2 The study by Schachter and Singer on emotion consisted of a number of different groups.

(a) Briefly describe the 'misinformed group'. [2]

This group was told they were receiving an injection of a vitamin called suproxin with the side effects of numb feet and a headache.

1 mark for a brief description and 2 marks for a clear description that mentions both the drug as well as at least one of the side effects.

(b) Explain *one* ethical guideline that was met with this group. [2]

Likely answers:

- Confidentiality was maintained as none of the participants' names was revealed in the study.
- Harm – the participants' health records were checked to ensure adrenaline would have no adverse effect on them.

1 mark for naming the ethical guideline that was met and the second mark for a brief explanation of how it was met.

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3 The study by Freud on little Hans provides evidence about the nature-nurture debate.

(a) Outline how this study supports the nurture argument. [2]

Freud believes that children pass through the psychosexual stages of development successfully or not based on their life experiences. In order for children to pass through the Oedipus complex successfully, they must begin to identify with their same-gender parent.

Some indication of how the study supports the idea that experience has an impact on the child's emotional development gets 1 mark and an outline of how the learning/experience allows the child to develop, possibly with an example from the study, receives 2 marks.

Correct answer with sufficient detail/explanation to demonstrate clear understanding.

(b) Outline how this study supports the nature argument. [2]

Freud believes that all children pass through the Oedipus and Electra complex. He also believes that all children pass through the psychosexual stages of development, so it must have an innate or instinctive aspect. It is an innate mechanism.

1 mark for an indication that all children experience psychological trauma as young children/innate mechanism and 2 marks for linking this to either the psychosexual stages or the Oedipus complex.

4 From the study by Baron-Cohen, Leslie and Frith (autism):

(a) Describe *two* features of the sample used in this study. [2]

The participants were twenty 11-year-old autistic children, fourteen 10-year-old Down's syndrome children and twenty-seven 4-year-old 'normal' children.

1 mark for each feature.

(b) Describe *one* problem with making generalisations from this study. [2]

Likely answers:

- All of the groups of participants were very small and therefore it is difficult to apply the results to other children with the same conditions such as autism/Down's syndrome.
- There was a large range of mental ages amongst the autistic and Down's syndrome children which might not be typical of most people with this condition.
- All of the children were from the UK and therefore the study is ethnocentric and might not apply to other autistic/Down's syndrome children in other countries.

1 mark for a brief description or a clear description that is not in the context of the study.
2 marks for a clear description in the context of the Baron-Cohen study.

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5 Tajfel conducted a study on intergroup categorisation:

(a) Give *one* example of ethnocentric bias shown in this study. [2]

Ethnocentric bias was seen in this study because the boys allocated more points to other members of their ingroup due to the bias they felt for people in their group.

1 mark for a brief answer (e.g. the boys favoured their own group) and 2 marks for a clear explanation (e.g. as above).

(b) Explain why it is difficult for a psychologist to conduct psychological research without ethnocentric bias. [2]

It is impossible for any researcher to conduct a study with no ethnocentric bias as the researcher themselves has a particular cultural/group viewpoint that they are unable to step away from completely.

All the participants will bring their own ethnicity, gender, age group, etc. into a study and this will always have an impact upon the results.

1 mark for an unclear/brief suggestion of a difficulty (e.g. psychologists cannot get away from their own cultural background) and 2 marks for a clear suggestion (e.g. as above).

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 or explanation to demonstrate clear understanding.

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Section B

6 Individual differences between characteristics such as personality and intelligence make a person unique.

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

Gould (intelligence testing)
Hraba and Grant (doll choice)
Rosenhan (sane in insane places)
Thigpen and Cleckley (multiple personality disorder)

(a) Outline what each study tells us about individual differences. [10]

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

Indicative content:
Gould: Tells us about differences between the different races tested by Yerkes (black, white, Jewish, eastern and southern Europe and northern and western Europe). Also tells us about the ethnocentrism of the researcher and how this led to the development of culturally unfair tests. **Hraba and Grant:** Tells us that black children's racial preference has changed since the 1930s and the original Clark and Clark study. Also shows the differences in terms of racial preference between the black and white children in the study. **Rosenhan:** Tells us that psychiatrists cannot reliably distinguish between sane and insane. Shows that real patients are able to detect sanity. Shows the mistreatment and labelling of psychiatric patients in US hospitals. **Thigpen and Cleckley:** Tells us the unique characteristics of a case of multiple personality. Shows the differences between the three personalities in terms of IQ scores, ink blot test results, personality and behaviour, etc.

For each point up to a maximum of four points	
No answer *or* incorrect answer.	0
Identification of point relevant to the question but not related to study, or comment from study but no point about the environment used in the study. The description may be very brief or muddled.	1
Description of point about the environment used in the study. (Comment without comprehension.) A clear description that may lack some detail.	2
As above but with analysis (comment with comprehension) about the environment used in the study. A clear description that is in sufficient detail.	3
Max mark	10

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(b) What problems may psychologists have when they study individual differences? [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:
Ethnocentrism of the sample or researcher, subjective data, ethic of investigating in depth individual differences, validity of measures, generalisability of unusual sample, or any other relevant issue.

1 mark: It is difficult to generalise a small sample.
2 marks: It is difficult to generalise a small sample as often individual differences investigates unusual samples that are quite restricted in type or number.
3 marks: It is difficult to generalise a small sample as often individual differences investigates unusual samples that are quite restricted in type or number. For example, Thigpen and Cleckley only investigated one participant as multiple personality disorder (MPD) is very rare. It makes it difficult to generalise to others with MPD.

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

(c) 'No person is unique.' 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. 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. OR as for 9–10 marks but with only 3 points.	7–8

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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 Some psychological studies produce findings which are useful to society.

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

Bandura, Ross and Ross (aggression)
Loftus and Palmer (eyewitness testimony)
Raine, Buchsbaum and LaCasse (brain scans)
Gardner and Gardner (project Washoe)

(a) Outline what each of these studies tells us that is useful. [10]

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

Indicative content:
Bandura: Helps to answer the nature/nurture debate and ensure that parents, carers and teachers do not show children violence as they may imitate this behaviour. Could suggest that violent TV could be causing violence in our society and needs to be reduced/banned. **Loftus and Palmer:** Particularly useful in court when assessing the accuracy of eyewitness testimony when determining the guilt or innocence of the accused. Police and solicitors should not use leading questions. **Raine**: Could be useful to test whether someone does have inactivity in their brain and whether this might cause people to be more prone to violence. Could lock people up before they commit the crime. Those facing murder charges could use it in their defence. **Gardner and Gardner:** One use is around using imitation and operant conditioning when trying to teach a person or an animal to learn. Can be used by parents and schools to help to teach children. Can also be used by animal trainers. A second use is in terms of animal rights as the study highlights the cognitive capabilities of chimpanzees and would therefore suggest things like medical testing should not be done on chimps as it could be argued their cognitive skills are in line with a young child.

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 cognitive processes. The description may be very brief or muddled.	1
Description of point about cognitive processes. (Comment without comprehension.) A clear description but may lack some detail. Any answer that focuses on the results of the study and not the cognitive processes should get a maximum of 2 marks.	2
As above but with analysis (comment with comprehension) about the cognitive processes that were investigated. A clear description that is detailed.	3
Max mark	10

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(b) What problems may psychologists have when they try to conduct useful research? [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:
Ethic of doing realistic and therefore useful research, restricted samples that make research less useful, reductionist explanations that limits usefulness, ecological validity that limits usefulness, practical problems that make studies difficult to carry out, demand characteristics that reduce validity, or any other relevant problem.

1 mark: If a study is unrealistic it is less useful.
2 marks: If a study is unrealistic it is less useful and you cannot apply these results to help people in everyday life.
3 marks: If a study is unrealistic it is less useful and you cannot apply these results to help people in everyday life. For example, the Loftus and Palmer study is highly unrealistic as participants just watch video clips, which means it might not be useful in understanding eyewitness testimony in the courts.

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

(c) 'Psychological research should only be carried out if it is going to create useful applications.' 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. 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. OR as for 9–10 marks but with only 3 points.	7–8

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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 Quantitative data are numerical. Qualitative data are descriptive.

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

Samuel and Bryant (conservation)
Haney, Banks and Zimbardo (prison simulation)
Dement and Kleitman (sleep and dreaming)
Piliavin, Rodin and Piliavin (subway Samaritans)

(a) Outline how the quantitative data were collected in each of these studies. [10]

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

Indicative content:
Samuel and Bryant: Data collected was in response to the question 'Are they the same or are they different?' They tallied the number of errors made by each child in the various conditions. The conditions were mass, number and volume. The other conditions were standard, one judgement and fixed array. **Zimbardo:** Tape recordings were made of the prisoners' conversations and the percentage of time they spent talking about the prison was noted. The researchers wrote down how long the counts lasted. They also noted down how many hours each guard worked (and the extra hours worked). Mood inventories and personality tests were taken during the study. **Dement and Kleitman:** Data was recorded on the number of hours slept and also number of minutes in REM and N-REM sleep. The number of dreams recalled was counted and linked with either REM sleep or N-REM sleep. Number of words of dream content was analysed. How many minutes each participant believed they had been dreaming for (5 or 15) was recorded. **Piliavin:** Observers counted the number of people on the train in both the critical and adjacent area. They also counted the number of black and white participants. They also noted the total number of passengers who came to the victim's aid, plus their race, sex and location. They noted how long it took for help to arrive.

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

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(b) What are the strengths and weaknesses of quantitative data? [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:

Strengths: Easy to analyse, objective nature of interpretation of data, lack of involvement of researcher so lack of bias, quick to collect, etc.

Weaknesses: Lack of depth of data, lack of personal involvement of researcher so data may not be honest, etc.

1 mark: The data is easy to analyse.

2 marks: The data is easy to analyse and therefore it is easy to make comparisons between groups.

3 marks: The data is easy to analyse and therefore it is easy to make comparisons between groups. For example, it was very easy to see that the one judgement group made fewer errors on average than the standard group in the Samuel and Bryant study as numerical data was used.

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

(c) Discuss the extent to which quantitative data can explain human 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. 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. OR as for 9–10 marks but with only 3 points.	7–8

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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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