UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the October/November 2011 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.

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

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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International Examinations

Section A

1 From the study by Loftus and Palmer on eyewitness testimony:

(a) Describe <u>one</u> piece of quantitative data. [2]

Likely 2-mark answers:
Speed of car in mph or whether the participants thought there was broken glass (yes or no).

1 mark for a brief answer (e.g. speed of car) and 2 marks for expansion. No need for the numerical data.

(b) Describe <u>one</u> strength of using this type of data in this study. [2]

Easy to analyse, objective nature of interpretation of data, lack of involvement of researcher so lack of bias, quick to collect, easy to compare participants (all worth 1 mark).

1 mark for a brief answer and 2 marks if it is in the context of Loftus and Palmer.

2 From the study by Dement and Kleitman on sleep and dreaming:

(a) Outline qualitative measures in this study. [2]

Dream content and direction of eye movement.

1 mark for each or 1 mark for description and 1 mark for an example.

(b) Outline <u>one</u> way in which the results of the measures may not have been valid. [2]

Participants could lie, participants could just guess about dream length, equipment could be faulty or electrodes wrongly attached or in wrong place, etc.

1 mark for a brief answer (participants could lie) and 2 marks for expansion (participants could lie about whether they had been dreaming or not). Do not need to refer directly to validity to get 2 marks.

3 From the study by Raine, Buchsbaum and LaCasse on brain scans:

(a) Describe whether this study used a snapshot or a longitudinal method. [2]

Snapshot method is used as the participants have a PET scan which can occur over a period of an hour or two.

1 mark for identifying the method and 1 mark for the explanation in the context of the study.

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(b) Outline <u>one</u> disadvantage of this method. [2]

Snapshot studies do not show change over time as they are too brief.

1 mark for identifying the problem and 1 mark for the explanation. The candidate does not need to put it into the context of the study.

4 The review by Deregowski discusses studies investigating picture perception in different cultures.

(a) Describe <u>one</u> reason why the African participants could only perceive pictures as two dimensional. [2]

Likely 2-mark answers:
The Africans have not learned to perceive depth in pictures.
The Africans were unfamiliar with the Western depth cues used in the pictures.

1-mark answer:
Hadn't learned it.

1 mark for a brief description and 1 for a clear description.

(b) Outline <u>one</u> way this review can be considered useful. [2]

Likely 2-mark answers:
This will help anyone wanting to present pictures to Africans to know to use either 2D pictures or African depth cues. E.g. World Health Organisation.
Highlights the problems in studies and how ethnocentrism can reduce the validity of the results.

1-mark answer:
Highlights the problem of ethnocentrism.

1 mark for a brief description and 2 marks for expansion.

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5 The review by Gould explores the history of intelligence testing. Describe <u>one</u> reason from this review which supports the idea that intelligence is due to nature and <u>one</u> reason why intelligence is due to nurture. [4]

Nature:
There was a difference in the races as the white recruits had a higher IQ score, which could be genetic.

Nurture:
The tests were culturally specific to America and anyone who had recently immigrated did badly. This highlights learning.
The longer someone had been educated for, the better they did on the tests, which also suggests IQ is learned.

1 mark for a brief description and 2 marks for expansion.

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 Developmental psychology is the study of how emotions, thoughts and behaviour change as we grow older.

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

Freud (little Hans)
Bandura, Ross and Ross (aggression)
Hodges and Tizard (social relationships)
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.
(Any appropriate answer receives credit.)

Indicative content:
Freud: Boys go through the Oedipus complex during their psychosexual development. Development of phobias is due to transference of negative experiences/emotions.
Hodges and Tizard: Children raised in an institution developed social problems at school later at age 16. This shows their early experiences made it difficult for them to form relationships later on. The adopted group did better than the restored group and had fewer problems at home. Hodges and Tizard believed this was due to the greater care they received from their adoptive parents compared with the restored group.
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 from the study. The description may be very brief or muddled.	[1]
Description of point about development from the study. (Comment without comprehension.) A clear description that may lack some detail.	[2]
As above but with analysis (comment with comprehension) about development from the study. A clear description that is in sufficient detail.	[3]

[max 10]

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(b) What are the strengths and weaknesses of investigating 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:
Strengths:
Useful to know the causes of problems children develop so they can be prevented/helped.
Children can be very open and honest.
Explains adult behaviour.

Weaknesses:
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:

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

[max 10]

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(c) 'Babies are born perfect and become imperfect as they age.' To what extent do you agree with this statement in relation to emotion, thoughts and behaviour? Give reasons for your answer. [10]

Emphasis on point. Answers supported with named (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 three 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 10]

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7 Generalisation is where we transfer the conclusions of research from specific to general situations.

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

Thigpen and Cleckley (multiple personality disorder)
Sperry (split brain)
Rosenhan (sane in insane places)
Schachter and Singer (emotion)

(a) Describe generalisations that can be made from each of these studies. [10]

Emphasis on study. Answers must be related to named studies. One point from each study.
(Any appropriate answer receives credit.)

Indicative content:
Thigpen and Cleckley: Multiple personality disorder (MPD) exists and can be detected through a series of tests and treated through therapy. MPD exists and this is known from the evidence in the study.
Sperry: Could use only a small sample. Has limited generalisability as the study used mainly right-handers and split-brain patients are in the minority. The patients suffered severe epilepsy and were on long-term drug treatments, so it may not be valid to compare their brains with 'normal' brains.
Rosenhan: Psychiatrists can make type 1 and type 2 errors. Staff treat patients badly in psychiatric institutions. Staff label all behaviour of patients as insane.
Schachter and Singer: Two-factor theory of emotion determines our emotional state. If we have no physiological explanation for our physical feelings we look to the situation to explain how we feel.

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 generalisations. The description may be very brief or muddled.	[1]
Description of point about generalisations from the study. (Comment without comprehension.) A clear description but may lack some detail.	[2]
As above but with analysis (comment with comprehension) about generalisations from the study. A clear description that is detailed.	[3]

[max 10]

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(b) What are the problems psychologists have when they try to make generalisations from 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:
Validity of the measuring device, language barriers in studying different cultures, ethics of the tests, generalisability of restricted samples.

1 mark: The problem is the lack of ecological validity of the tests.
2 marks: One problem with studying generalisations is that the tests used on the participants may lack validity.
3 marks: One problem with studying generalisations is that the tests used on the participants may lack validity. For example, in the study by Schachter and Singer the questions asked of the participants lack validity. They are asking participants to rate their emotions, which is not something that would be done in everyday life.

For each point up to a maximum of FOUR points:

Incorrect problem with the study.	[0]
Identification of problem related to generalisations.	[1]
Description of problem related to generalisations **or** a weak description of a problem related to studying generalisations and applied to a study.	[2]
Description of problem related to generalisations and applied effectively to study.	[3]

[max 10]

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(c) 'There is no such thing as the perfect group of participants.' To what extent do you agree with this statement? Give reasons for your answer. [10]

Emphasis on point. Answers supported with named (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 three 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 10]

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8 Ethics are the standards by which psychologists conduct research. Guidelines are pieces of formal advice to help maintain these standards.

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

Gardner and Gardner (project Washoe)
Haney, Banks and Zimbardo (prison simulation)
Milgram (obedience)
Piliavin, Rodin and Piliavin (subway Samaritans)

(a) Describe an ethical issue raised in each of these studies. [10]

Emphasis on study. Answers must be related to named studies. One point from each study.
(Any appropriate answer receives credit.)

Indicative content:
Gardner and Gardner: Can argue either way that it was okay to do the study (and therefore all guidelines met), as Washoe was an animal and the Gardners were her owners who gave permission for the study to be conducted on her. Also, they did not capture her from the wild. Could also argue the other side that animal research should not be done as it is impossible to meet ethical guidelines or that no one's life was saved/improved from this study.
Zimbardo: Psychological harm of prisoners who had to leave early, lack of informed consent about the arrest, guards being observed as well without their consent, tape recordings in prison cells without consent.
Milgram: Deception of participants about electric shocks, difficult to withdraw, psychological harm of participants, physical harm for those who had fits.
Piliavin: Broke all of the guidelines apart from confidentiality, although some may argue that as it was a public place the study was okay, as what happened wasn't too serious.

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 an ethical issue in the study. (Comment without comprehension.) A clear description but may lack some detail.	[2]
As above but with analysis (comment with comprehension) about an ethical issue in the study. A clear description that is detailed.	[3]

[max 10]

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(b) What problems may psychologists have when they try to conduct ethical 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:
Difficult to create ecologically valid results if the study has to be ethical.
If participants aware they are being observed/in a study may get demand characteristics.
Cannot study unpleasant behaviour (e.g. violence) if cannot put participants under distress.
Cannot study children in much depth as they are more sensitive.
Cannot study animal behaviour.

1 mark: Difficult to create ecologically valid results if the study has to be ethical.
2 marks: Difficult to create ecologically valid results if the study has to be ethical. If the study is too realistic it could be upsetting to the participants.
3 marks: Difficult to create ecologically valid results if the study has to be ethical. If the study is too realistic it could be upsetting to the participants. For example, as Zimbardo tried to make the prison as realistic as possible, the guards became very aggressive and this was highly distressing to the prisoners.

For each point up to a maximum of FOUR points:

Incorrect problem with the study.	[0]
Identification of problem related to conducting ethical research.	[1]
Description of problem related to conducting ethical research **or** a weak description of a problem related to conducting ethical research and applied to a study.	[2]
Description of problem related to conducting ethical research and applied effectively to study.	[3]

[max 10]

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(c) Are ethical guidelines designed to protect participants or to protect psychology? Give reasons for your answer. [10]

Emphasis on point. Answers supported with named (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]
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[max 10]

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