CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the October/November 2012 series

9698 PSYCHOLOGY

9698/21 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 October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Section A

1 Mann et al (lying) carried out an observation using video footage of suspects during police interviewing. An alternative way to investigate this would be as a participant observation.

(a) Describe participant observation as a research 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 observer is involved in the situation they are observing.
Examples of this.
Structured/unstructured.
Time/event sampling.
Qualitative/quantitative data.

(b) Design an alternative study using a participant observation and describe how it could be conducted. [10]

Candidates will most likely describe either an interview and/or questionnaire conducted on the staff/patients.

Candidates should describe the who, what, when, 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 something about the duration of the study or the behavioural sampling technique (e.g. time sampling).

Minor omissions include who, when and where.

It is possible to achieve 9 marks with a small minor omission.

Alternative study is incomprehensible.	[0]
Alternative study is muddled and impossible to conduct including using the incorrect method.	[1–2]
Alternative study is muddled but possible although may be unethical.	[3–4]
Alternative study is clear with a few minor omissions and possible although may be unethical.	[5–6]
Alternative study is described with one minor omission and in some detail although may be unethical.	[7–8]
Alternative study is described in sufficient detail to be replicable and would be ethical.	[9–10]

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(c) Evaluate this alternative way of studying lying in practical and methodological 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 observer bias, ecological validity, generalisability, reliability, validity, demand characteristics, etc.

In order to achieve higher marks the candidate must link their points to their investigation described in part **(b)**.

Do not credit any discussion of ethical issues.

No comment on practical/methodological issues.	[0]
Comment on practical **and/or** methodological issues is muddled and weak.	[1–2]
Comment on practical **and/or** methodological issues which are not specific to the investigation. May include one point that is brief and specific to investigation.	[3–4]
Consideration of both practical **and/or** methodological issues which is simplistic but specific to the investigation. May include one very detailed point.	[5–6]
Consideration of both practical and methodological issues which is good but brief and specific to the investigation. Two or more points.	[7–8]
Consideration of both practical and methodological issues which is detailed and directly relevant to the investigation.	[9–10]

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2 Held and Hein (kitten carousel) carried out a laboratory experiment to investigate the perceptual ability of kittens.

(a) What is a laboratory experiment? [2]

1 mark partial
2 marks full

A laboratory experiment takes place in a lab environment. – 1 mark.
A laboratory experiment takes place in a lab environment and has both an IV and a DV. – 2 marks.

(b) Explain why Held and Hein's study is an example of the cognitive approach. [3]

1–2 marks partial
3 marks full

Because the study shows the perceptual skills of kittens – 1 mark.
Because the study shows how the environment kittens are raised in could change their perceptual skills – 2 marks.
Because the study shows how the environment kittens are raised in could change their perceptual skills. This shows how the thinking processes of the kittens vary depending on their experiences – 3 marks.

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(c) Discuss the similarities and differences between the cognitive approach as used by Held and Hein and any other approach in psychology. [10]

Candidates may describe/evaluate cognitive approach and one other with no comparison point. These candidates can achieve up to 4 marks maximum.

Other approaches could include:

Social, individual differences, developmental, physiological, etc.

Candidates can also bring in the perspectives e.g. psychodynamic or behaviourist.

If comparisons are made with more than one approach credit the best one.

Appropriate comparison points will be varied. These could include:

Reductionism versus holism
Usefulness
Data collection methods generally used
Assumptions
Determinism
Methods used to collect data
Samples used to collect data (may be problematic to link to approach)
Etc.

The answer does not give any creditworthy material.	[0]
Comment on a comparison issue which is muddled and weak **OR** brief descriptions/evaluation of cognitive approach and one other approach.	[1–2]
Comment on comparison issues which is weak **OR** a clear and fairly detailed description/evaluation of the cognitive approach and one other approach without any direct comparison **OR** comparison is based on studies only.	[3–4]
Comments on comparison issue/s which are simplistic with few examples.	[5–6]
Consideration of comparison issues which are fairly detailed with examples. Two or more points.	[7–8]
Consideration of comparison issues which are detailed and directly linked to relevant examples.	[9–10]

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(d) Discuss the strengths and weaknesses of laboratory experiments using Held and Hein as an example. [10]

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

Practicality
Reliability
Validity
Ecological validity
Ethics
Reductionism versus holism
Usefulness
Etc.

No comment on the strengths and weaknesses of laboratory experiments.	[0]
Comment given but muddled and weak.	[1–2]
Consideration of both strengths and weaknesses but not specific to investigation **OR** consideration of either strength or a weakness but is simplistic but specific to experiments.	[3–4]
Consideration of two or more points (at least one strength and one weakness) which are clear and specific to the investigation.	[5–6]
Consideration of at least two strengths and two weaknesses which are clear and specific to the investigation.	[7–8]
Consideration of both strengths and weaknesses which is good and directly relevant to the investigation.	[9–10]

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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.

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

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

(b) Describe the longitudinal method as used in each of these studies. [9]

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

Thigpen and Cleckley: This study took place over 100+ hours over 14 months. It was intensive therapy session with Eve to help her learn to cope with her MPD and for the psychiatrists to understand her better. Outside expert called in to test Eve.

Freud: The study takes place from when Hans is 3 until he is 5. 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.

Rosenhan: Takes place from 17 to 52 days. Pseudo patients keep a diary where they record their experiences including the answer to the question 'when will I be presented at the staff meeting'. Medical records are accessed when the study is completed.

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

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(c) What are the advantages of carrying out studies using the longitudinal method? [9]

Emphasis on advantages. Answers supported with named (or other) studies. Each strength/weakness does not need a different study; can use same study.

Indicative content:

Can see change over time
Lots of depth and detail
Get to know participants really well so have a good understanding of their behaviour
Shows cause and effect
No individual differences

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 investigating longitudinal method **or** a weak description of an advantage related to longitudinal method and applied to a study.	[2]
Description of advantage related to investigating longitudinal method and applied to the study effectively.	[3]
Max mark	[9]

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4 (a) Outline what is meant by the term 'ecological validity'. [2]

1 mark partial
2 marks full.

Ecological validity is how realistic something is. – 1 mark.
Ecological validity is how realistic a piece of research is. How similar the situation is to everyday life. – 2 marks.

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

Tajfel (intergroup categorisation)
Milgram (obedience)
Demattè et al (smells and facial attractiveness)

(b) Describe how each of these studies is low in ecological validity. [9]

Tajfel: Participants are not shown dots and asked to estimate them, participants do not use matrices booklets or give rewards of points.

Milgram: All features of the study are unrealistic although the participant does believe in the situation, e.g. giving shocks as a punishment, learning word pairs, being prodded by an experimenter, etc.

Demattè: Experiencing smells without the context of the smell, judging the attractiveness of faces.

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 low ecological validity. The description may be very brief or muddled.	[1]
Description of point about low ecological validity from the study. (Comment without lack of understanding.) A clear description that may lack some detail.	[2]
As above but with analysis (comment with comprehension) about low ecological validity. A clear description that is in sufficient detail.	[3]
Max mark	[9]

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(c) What problems may psychologists have when they try to make studies ecologically valid? [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:
If very realistic may be unethical.
If informed consent obtained may be unrealistic.
Difficult to control the variables in very realistic studies.
Difficult to replicate due to lack of control.
Participants could leave the study if they don't realise they are involved (they may just walk away).

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 ecological validity **OR** a weak description of a problem related to ecological validity and applied to a study.	[2]
Description of problem related to ecological validity and applied to the study effectively.	[3]
Max mark	[9]

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