**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

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

# MARK SCHEME for the October/November 2012 series

## 9698 PSYCHOLOGY

**9698/22** 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 Nelson (children's morals) conducted a laboratory experiment to investigate the morality of children. An alternative way to investigate this would be to conduct a field experiment of the participants, for example in their school.**

**(a) Describe independent groups as an experimental design and outline how it was used in Nelson's study. [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:

This is where each group of participants takes part in different conditions in the study.

Study 1 and 2 –
Children were randomly assigned to one of three story-presentation – picture-motive explicit group, picture-motive implicit group, verbal-only presentation group.

In study 1 children were either 3 years old or 7 years old.

**(b) Design an alternative study using a field experiment on children and describe how it could be conducted. [10]**

Candidates should describe the who, what, where and how.

Major omissions include the what and how. Candidates must describe how the dependent variable is collected.

Minor omissions include who and where.

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

| | Marks |
|---|---|
| Alternative study is incomprehensible. | [0] |
| Alternative study is muddled and impossible to conduct. | [1–2] |
| Alternative study is muddled and/or major omissions but possible. | [3–4] |
| Alternative study is clear with a few minor omissions and possible. | [5–6] |
| Alternative study is described with one minor omission and in some detail. | [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 children's morals in practical and ethical terms. [10]**

Indicative content:

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, ecological validity, qualitative/quantitative data, researcher bias, 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)**.

Candidates must discuss both practical and ethical points to achieve 7+ marks.

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

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**2 Freud (little Hans) investigated the Oedipus complex of a little boy in order to provide support for his theory about the sexual development of children.**

**(a) What is meant by the psychodynamic perspective? [2]**

1 mark partial
2 marks full

Indicative content:

Unconscious mind.
The importance of dreams and fantasies.
The effect of childhood trauma on later psychological problems.
Id, ego and super-ego.

This perspective investigates the unconscious mind. – 1 mark.
This perspective believes the unconscious mind has an impact on our behaviour. We can bury past experiences and this could come out in our dreams. – 2 marks.

**(b) Describe <u>one</u> finding from Freud's study which supports the assumptions of the psychodynamic perspective. [3]**

1–2 marks partial
3 marks full (link to perspective)

Indicative content:

Any finding from the Freud study will be relevant. Do not credit evaluation points.
Examples of the Oedipus complex.
Giraffe fantasy or any other fantasy.
Phobia of bath.
Phobia of horses.

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**(c) Discuss the strengths and weaknesses of the psychodynamic perspective using evidence from the study on little Hans. [10]**

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

Reliability
Validity
Ecological validity of methods generally used
Ethics
Reductionism versus holism
Usefulness
Data collection methods generally used
Determinism
Generalisability
Subjective data
Leading questions
Over-involvement of researcher
Explanation of behaviour
Etc.

| | **Marks** |
|---|---|
| No comment on psychodynamic perspective. | [0] |
| Comment given but muddled and weak. | [1–2] |
| Consideration of at least a strength and a weakness not specific to investigation.<br>**OR** Consideration of at least a strength/weakness that is specific to perspective and investigation. | [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 methodological and practical issues raised by the investigation of Hans in this study. [10]**

Indicative content:

Appropriate points could include a discussion about ethics, ecological validity, generalisability, reliability, validity, demand characteristics, time period the study was completed, subjective data, leading questions, etc.

| | Marks |
|---|---|
| No comment on methodological/practical issues. | [0] |
| Comment on methodological and/or practical issues is muddled and weak. | [1–2] |
| Comment on methodological and practical issues which is not specific to the investigation<br>OR very brief evaluation which is specific to the study. | [3–4] |
| Consideration of both methodological and practical issues which is simplistic but specific to investigation. May include one detailed point. | [5–6] |
| Consideration of both methodological and practical issues which is good but brief and specific to investigation. 2+ points | [7–8] |
| Consideration of both methodological and practical issues which is detailed and directly relevant to the investigation. 2+ points | [9–10] |

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## Section B

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

1 mark partial
2 marks full

It is quick – 1 mark.
A snapshot method is a study done over a short period of time – 2 marks.

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

**Baron-Cohen et al (eyes test)**
**Dement and Kleitman (sleep and dreaming)**
**Langlois et al (infant facial preference)**

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

Indicative content:

Most likely answers (any appropriate answer receives credit):

**Baron-Cohen:**

Participants shown 40 sets of eyes and they have to choose between one of four words which one best fits the emotion shown in each set of eyes shown. Participants are given definitions of all of the emotions prior to the study and these are available during the study. Participants also are asked to state the gender of each set of eyes. The normal adult participants were not asked to do this.

**Dement and Kleitman:**

Participants go into a sleep lab and their EEG and EOG is recorded. Woken at various intervals in the night and asked if they had been dreaming and they recorded their answer into a tape recorder. Participants also estimated the length of their dream (5 or 15 minutes) and gave a summary of the dream content.

**Langlois:**

Babies wore glasses and a light/buzzing noise was used to attract the infants' attention to the screen, were timed on how long they gazed at the colour slides of the adult women and adult men. Their visual fixations were recorded on a video monitor.

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| For each study | Marks |
|---|---|
| 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 explanation 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 data collection from the study. A clear description that is in sufficient detail. | [3] |
| | **[9]** |

**(c) What are the advantages for psychologists when carrying out studies using the snapshot method? [9]**

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

Indicative content:

Often easier to get a large group of participants as the study is so short.
Easier to replicate as snapshot studies are often lab experiments.
Easier to remain objective as there is no over-involvement of the researcher as they do not get deeply attached to the participants.
Possibly easier to keep the study ethical as any harm caused will be brief.
Not time consuming.

Or any other relevant advantage.

| | **Marks** per point up to a MAXIMUM of three points |
|---|---|
| No answer or incorrect answer. | [0] |
| Identification of an advantage. | [1] |
| Description of an advantage related to investigating using the snapshot method<br>**OR** a weak description of an advantage related to investigating using the snapshot method and applied to a study. | [2] |
| Description of an advantage related to investigating using the snapshot method and applied to the study effectively. | [3] |
| | **[9]** |

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**4 (a) Outline what is meant by the term 'individual differences'. [2]**

1 mark partial
2 marks full

This means where differences between people are identified – 1 mark.
This means where psychological differences between people are explored. This shows how all of us are unique in terms of our personality and our behaviour. – 2 marks.

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

**Billington et al (empathising and systemising)**
**Veale and Riley (mirror gazing)**
**Thigpen and Cleckley (multiple personality disorder)**

**(b) Describe what each of these studies tells us about individual differences. [9]**

Indicative content:

Most likely answers (any appropriate answer receives credit):

**Billington:**

Indicates differences in cognitive style lead to differences of choice of degree subject. This also shows sex differences in terms of choice of degree subjects. Women (who also had the higher EQ) were more likely to choose humanities. Men (who also had the higher SQ) were more likely to choose physical sciences.

**Veale and Riley:**

BDD participants showed unique and complex safety behaviours that were to prevent a feared outcome in the patient (perceived disgust at ones appearance). The BDD participants did share similar characteristics in terms of mirror gazing behaviour (e.g. focussed attention on feelings rather than appearance, felt badly if resisted gazing) compared to the control group. Each participant did show their own unique mirror gazing repertoire.

**Thigpen and Cleckley:**

This study found evidence to support the idea that some people can suffer from MPD. Eve's case is unique and no one else with MPD would have similar experiences to Eve. Candidates may discuss the case history to point to her uniqueness.

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| For each study | Marks |
|---|---|
| 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 individual differences from the study. The description may be very brief or muddled. | [1] |
| Description of point about individual differences 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 individual differences from the study. A clear description that is in sufficient detail. | [3] |
| | **[9]** |

**(c) What problems may psychologists have when they try to investigate individual differences? [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 snapshot method used won't see change over time.
May be difficult to create studies that are ecologically valid.
May create unethical studies.
May be difficult to find a representative sample.
May be difficult to create a valid measuring device.
Ps may respond to demand characteristics if the study is unnatural.
The findings may offer a reductionist explanation of individual differences
May be difficult to create a valid measuring device.

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 investigating individual differences **OR** a weak description of a problem related to investigating individual differences and applied to a study. | [2] |
| Description of problem related to investigating individual differences and applied to the study effectively. | [3] |
| | **[9]** |

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