CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the October/November 2012 series

9698 PSYCHOLOGY

9698/23 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 Thigpen and Cleckley used the longitudinal method to investigate the multiple personality disorder of Eve. An alternative way to investigate multiple personality disorder would be to do a snapshot study on a number of patients.

(a) Describe the longitudinal method and outline how it was used in the Thigpen and Cleckley 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:

The longitudinal method is a study that takes place over a long period of time.
It is an in-depth study.
It shows change over time.
T & C took place over 14 months.
Over 100 hours of therapy, etc. with Eve.
Hypnosis, ink blot, IQ tests, etc. used.

(b) Design an alternative study using the snapshot method 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 data is collected even if briefly.

Minor omissions include who 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.	[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 multiple personality disorder in methodological and practical 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 not being able to see change over time, 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)**.

No evaluation.	[0]
Evaluation is muddled and weak.	[1–2]
Evaluation is simplistic and not specific to the investigation. May include one point that is brief and specific to investigation.	[3–4]
Evaluation is simplistic but specific to investigation. May include one very detailed point.	[5–6]
Evaluation is good and specific to investigation. Two or more points.	[7–8]
Evaluation is detailed and directly relevant to the investigation.	[9–10]

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2 Langlois et al investigated facial preference in infants. The infant participants were shown faces. The researchers recorded how long these infants stared at the faces.

(a) What is meant by reliability? [2]

1 mark partial
2 marks full

Reliability is the consistency of the measuring device.

(b) Describe how Langlois et al achieved high inter-rater reliability in study 1. [3]

Reliability of the visual fixation scoring was obtained by having each experimenter score randomly selected video-taped sessions periodically throughout data collection. An intraclass correlation, which allows generalisation to other populations of experimenter and infants, was used to assess reliability.

Could also mention similarity of results to previous studies (max 2 marks).
Reliability of attractiveness of picture selection.
Reliability of exclusion for fussing.
Ratings of attractiveness of mothers and infants.
Intraclass correlation for looking time.

(c) Discuss the strengths and weaknesses of investigating the behaviour of children in <u>practical</u> terms rather than ethical terms. Use Langlois et al as an example. [10]

Strengths:

Easy to find children in schools, hospitals, crèches, mother and baby groups, etc.
Babies will not show demand characteristics, bias, etc.

Weaknesses:

Difficult to get consent from parents who are protective of their children.
Children have very short attention spans.
Studies must be simplistic as children have less developed cognitive abilities.

No comment on the use of children to investigate behaviour.	[0]
Comment given but muddled and weak.	[1–2]
Consideration of at least a strength and a weakness not specific to investigation **OR** consideration of either strength/weakness that is specific to 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) What are the similarities and differences in ethical issues faced by psychologists when they investigate children compared to adults? Use Langlois et al as an example in your discussion. [10]

Indicative content:

Candidates are likely to consider the issues of consent, right to withdraw, confidentiality, harm and distress, deception and debrief.

No comment on reliability/validity.	[0]
Comment on similarities **and/or** differences is muddled and weak.	[1–2]
Comment on similarities and/or differences which is not specific to the investigation **OR** comment on one issue which is simplistic but specific to investigation.	[3–4]
Consideration of at least one similarity and one difference which is simplistic but specific to investigation **OR** consideration of one issue which is detailed and specific to investigation.	[5–6]
Consideration of both similarities and differences which is good but brief and specific to investigation.	[7–8]
Consideration of both similarities and differences which is detailed and directly relevant to the investigation.	[9–10]

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Section B

3 (a) Outline what is meant by the 'situational explanation of behaviour' in psychology. [2]

1 mark partial, 2 marks full.

Situational explanation of behaviour is where behaviour is explained because of the situation we are in – 1 mark.
This is where our behaviour is explained in terms of the situation we are in. For example, we might be aggressive because we were raised in an aggressive home – 2 marks.

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

Haney, Banks and Zimbardo (prison simulation)
Bandura et al (aggression)
Rosenhan (sane in insane places)

(b) Describe how each of these studies supports the situational explanation of behaviour. [9]

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

Zimbardo: Prisoners became passive due to being arrested at home, going through a realistic arrest process and then the setting of the mock prison, their uniforms and how they were treated by the guards. Guards became aggressive due to uniform, setting up prison in advance, power they had over prisoners, etc.

Bandura: Children behave aggressively because they witness the aggressive model and when placed in a similar situation they copy both the physical and verbal aggression. Opposite is true for those in the non-aggressive condition.

Rosenhan: Pseudopatients are nervous due to the situation. All behaviour of the pseudopatients is viewed as abnormal because they are in a psychiatric institution.

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

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(c) What problems may psychologists have when they investigate the effects of situations on behaviour? [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:

May be difficult to create situations that are ecologically valid.
May create unethical situations.
May be difficult to find a representative sample.
May be difficult to create a valid measuring device.
Participants may respond to demand characteristics if the study is unnatural.
The findings may offer a reductionist explanation of situational explanations of behaviour.
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 situational explanations or a weak description of a problem related to investigating situational explanations and applied to a study.	[2]
Description of problem related to investigating situational explanations and applied to the study effectively.	[3]
Max mark	[9]

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

1 mark partial, 2 marks full.

Physiological psychology is the scientific study of biological and physiological processes in the body and the effect these have on behaviour and psychological states.

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

Dement and Kleitman (dreaming)
Maguire et al (taxi drivers)
Schachter and Singer (emotion)

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

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.

Maguire: Participants are given radioactive glucose which is read by a PET scanner. They are asked to describe four different (routes, film plots, famous landmarks and film frames) then the PET scanner records the activity in different parts of the brain. Maguire was particularly interested in the activity of the hippocampus.

Schachter and Singer: Participants are asked to rate their overall happiness and anger on a five point scale at the end of the study. Participants are observed through a one-way mirror while they are with the angry and euphoric stooge and it is noted quantitatively whether their actions copy the stooge.

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

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(c) What are the advantages of investigating physiological processes? [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:

Equipment is valid as it is scientific.
Not open to interpretation by psychologist.
Lab experiments are usually used so very controlled.
Easy to replicate.

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 physiological processes or a weak description of an advantage related to physiological processes and applied to a study.	[2]
Description of advantage related to physiological processes and applied to the study effectively.	[3]
Max mark	[9]

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