

MARK SCHEME for the May/June 2007 question paper

9698 PSYCHOLOGY

9698/02

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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.

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Section A

Question	Description	Mark	Max
1	<p>From their study Gardner and Gardner claimed that Washoe used language.</p> <p>(a) Briefly outline <i>one</i> way in which Washoe used language. Any one from: vocabulary, differentiation, transfer, combinations, answer must give an example for two marks.</p> <p>(b) Outline <i>one</i> difficulty when studying cognitive processes. Any one from: difficult to measure because cognitive processes cannot be seen, measurements may not be valid, reliance on self report measures, problem of individual differences, cultural bias in measurements, can relate to animals or not, language or not.</p>	2	2
2	<p>From the study by Haney, Banks and Zimbardo outline <i>two</i> ways in which the situation affected the behaviour of the prisoners or guards. Any two from: the uniforms, the cells, the routine, the schedule, the confinement, the arrest. Effect must be explained for full marks.</p>	2+2	4
3	<p>In the study on social relationships by Hodges and Tizard a number of different methods were used to collect data.</p> <p>(a) Give <i>one</i> example of quantitative data and <i>one</i> example of qualitative data that was collected in the study. Quantitative data: Rutter B scale, Rutter A scale, Qualitative data: data from interviews with parents, teachers, adolescent, questionnaire data.</p> <p>(b) Outline <i>one</i> strength of using both types of data in any study. Using both quantitative and qualitative data increases the validity of the results, and also the reliability.</p>	1+1	2
4	<p>Gould gives an account of the Alpha and Beta IQ tests designed by Yerkes for use on military recruits.</p> <p>(a) Identify <i>two</i> types of question which were asked in these tests. Any two from: multiple choice questions, analogies, sequences, unscrambling sentences, mazes, counting, series, translations etc. One written one spoken partially correct – 1 mark.</p> <p>(b) Outline <i>one</i> way in which the results of the tests may not have been valid. Any one from: some recruits put in for the wrong tests, use of culturally biased material, some men illiterate etc.</p>	2	2
5	<p>From the study by Piliavin, Rodin and Piliavin on subway Samaritans:</p> <p>(a) Outline <i>one</i> finding from this study. Any one from: some evidence of same race helping, ill victim helped more than drunk victim, no evidence of diffusion of responsibility.</p> <p>(b) Describe <i>one</i> social process investigated in this study. The study was looking at helping behaviour and the effects of characteristics of the victim and of other bystanders' behaviour; in this way the study relates to social psychology.</p>	2	2

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

Question	Description	Mark
6 (a)	<p>To what extent do each of these studies have ecological validity?</p> <p style="text-align: center;">Bandura, Ross and Ross (aggression) Dement and Kleitman (sleep and dreaming) Milgram (obedience) Samuel and Bryant (conservation)</p> <p><i>Emphasis on study. Answers must be related to named studies.</i></p> <p><i>One point from each study</i></p> <p>Indicative Content: Bandura: this study took place in a strange environment for the children; they did not know the experimenters and the actions of the model were sometimes bizarre and unusual in context e.g. stylised hitting of the bobo doll. Dement and Kleitman: the study took place in laboratory setting which is not a normal place to sleep and this may have caused them to develop different sleeping patterns. They were also woken up during their sleep and asked to speak into a tape recorder; they also had electrodes attached to their eyes. Milgram: the study had experimental realism as the participants really believed the situation which was displayed by their obvious signs of tension but the mundane realism was very low due to the location, unusual task and the fact that they were being paid to take part. Samuel and Bryant: this study took place in a laboratory setting which may have brought about demand characteristics, also the task they were required to do lacked mundane realism and the children were asked questions by strangers, also the number of questions they were asked.</p> <p>For each point up to a maximum of FOUR points</p> <p>For each point up to a maximum of four studies</p> <p>No answer or incorrect answer. 0</p> <p>Identification of point relevant to question but not related to study or comment from study but no point about ecological validity. 1</p> <p>Description of point about ecological validity (comment without comprehension). 2</p> <p>As above but with analysis (comment with comprehension) of ecological validity. 3</p> <p style="text-align: right;">Max mark 10</p>	
(b)	<p>What problems may psychologists have when they try to achieve ecological validity?</p> <p><i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.</i></p> <p>Indicative Content: less control over extraneous variables in field studies, ethics may be a problem especially protection and deception, logistical problems.</p> <p>For each point up to a maximum of FOUR points</p> <p>Difficulty with study itself NOT related to ecological validity. 0</p> <p>Identification of difficulty related to ecological validity. 1</p> <p>and 2</p> <p>Description of problem related to ecological validity & applied effectively to study. 3</p> <p style="text-align: right;">Max mark 10</p>	

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(c) **Is it possible to achieve ecological validity in laboratory studies? Give reasons for your answer.**

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 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**

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, 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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Question	Description	Mark
7 (a)	<p>To what extent could each of these studies be considered to be reductionist?</p> <p style="text-align: center;">Baron-Cohen, Leslie and Frith (autism) Hraba and Grant (doll choice) Schachter and Singer (emotion) Tajfel (intergroup discrimination)</p> <p><i>Emphasis on study. Answers must be related to named studies.</i> <i>One point from each study</i></p> <p>Indicative Content: Baron-Cohen: used an experimental method in a laboratory environment, used quantitative data to measure theory of mind, used simplistic test (Sally Ann test) to measure theory of mind. Hraba and Grant used an experimental method in a laboratory environment; they measured a complex process (racial preference) in a simplistic way using dolls, use of quantitative data. Schachter and Singer used an experimental method in a laboratory environment, physiological explanation of emotions, analysis of emotions into individual components i.e. cognitive, physiological, situational. Tajfel used an experimental method in a laboratory environment, simplistic explanation of discrimination (in-groups/out-groups), over-simplistic task of allocating points as a measure of discrimination.</p> <p>For each point up to a maximum of FOUR points</p> <p>For each point up to a maximum of four studies</p> <p>No answer or incorrect answer. 0</p> <p>Identification of point relevant to question but not related to study or comment from study but no point about reductionism. 1</p> <p>Description of point about reductionism (comment without comprehension). 2</p> <p>As above but with analysis (comment with comprehension) about reductionism. 3</p> <p style="text-align: right;">Max mark 10</p>	
(b)	<p>What are the strengths and weaknesses of using reductionism in psychological research?</p> <p><i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.</i></p> <p>Indicative Content: less useful, lose the bigger picture, ignore other explanations of behaviour e.g. cognitive, behaviourist, humanistic, false conclusions drawn/ misunderstanding of behaviour and processes. Strengths: easier to study, easy to understand behaviour and mental processes.</p> <p>For each point up to a maximum of FOUR points</p> <p>Problem with study itself NOT related to problems of reductionism. 0</p> <p>Identification of problem related to problems of reductionism. 1</p> <p>Description of problem related to problems of reductionism. 2</p> <p>Description of problem related to problems of reductionism and applied effectively to study. 3</p> <p style="text-align: right;">Max mark 10</p>	

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(c) **Discuss the extent to which reductionism is useful in psychology. Give reasons for your answer.**

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 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**

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, 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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Question	Description	Mark
8 (a)	<p>Outline what each of these studies tells us that is useful.</p> <p style="text-align: center;">Loftus and Palmer (eye witness testimony) Freud (little Hans) Sperry (split brain) Rosenhan (sane in insane places)</p> <p><i>Emphasis on study. Answers must be related to named studies.</i> <i>One point from each study</i></p> <p>Indicative Content: Loftus and Palmer: memory is easily distorted, eye witness testimony is not reliable for use in court, influence of leading questions (police interview technique). Freud: unconscious conflict can cause neuroses such as phobias, understanding of personality and sexual development. Sperry: the two hemispheres of the brain have different functions, the importance of communication between the two hemispheres, difficulties for split brain patients, understanding of brain function important for brain injured patients and stroke victims. Rosenhan: stigma of mental illness, role of context in diagnosing mental illness, lack of reliability in psycho diagnostic labelling.</p> <p>For each point up to a maximum of FOUR points</p> <p>For each point up to a maximum of four studies</p> <p>No answer or incorrect answer. 0</p> <p>Identification of point relevant to question but not related to study or comment from study but no point about usefulness. 1</p> <p>Description of point about usefulness (comment without comprehension). 2</p> <p>As above but with analysis (comment with comprehension) about usefulness. 3</p> <p style="text-align: right;">Max mark 10</p>	
(b)	<p>What problems may psychologists have when they try to conduct useful research?</p> <p><i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.</i></p> <p>Indicative Content: ethical problems, low ecological validity, sample, problems controlling extraneous variables.</p> <p>For each point up to a maximum of FOUR points</p> <p>Problem with study itself NOT related to studying development. 0</p> <p>Identification of problem related to useful research. 1</p> <p>Description of problem related to useful research. 2</p> <p>Description of problem related to useful research and applied effectively to study. 3</p> <p style="text-align: right;">Max mark 10</p>	

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(c) Should all psychological research be useful? Give reasons for your answer.

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 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**

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, and reflect understanding which extends beyond specific studies. There may well be a consideration of the implications and effects. **9–10**

Max mark 10