

MARK SCHEME for the May/June 2008 question paper

9698/02

9698 PSYCHOLOGY

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 2008 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 (a)	Tickling, treats given in response to correct signing	2	
(b)	Once the reward stops the learning decreases, reduces intrinsic motivation, may not be actually learning but just stimulus response	2	[4]
2 (a)	Features of the physical environment of the prison, the guards autonomy and power, acting the role of the prisoner	2	
(b)	Could be used to make changes to the prison system for example the guidelines for guards' behaviour, the prison conditions, the activities/routine of prison life. Shows the effect of roles on behaviour. Must be specific for 2 marks.	2	[4]
3 (a)	Due to field study not able to gain consent from the participants, unable to debrief participants, deception ill/drunk victim, any other ethical issue related to Piliavin study	2	
(b)	In order to obtain valid results participants may need to be deceived as to the true nature of the study to avoid demand characteristics, any other relevant justification.	2	[4]
4 (a)	Estimation of dots on a screen, preference of paintings by Klee and Kandinsky	2	
(b)	In everyday life people are not normally divided up arbitrarily, the use of an experiment to study intergroup discrimination, over simplistic explanation of intergroup discrimination.	2	[4]
5	Difficulties must be linked to Samuel and Bryant for full marks. Any two from: individual differences between the participants of different ages (i.e. problems of cross sectional design), ethical implications of studying children, demand characteristics magnified in children. Any other relevant difficulty related to Samuel and Bryant.	4	[4]
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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6 (a) Outline how the findings from each of these studies could be applied to everyday life.

Hraba and Grant (doll choice)
 Bandura, Ross and Ross (aggression)
 Loftus and Palmer (eyewitness testimony)
 Milgram (obedience)

*Emphasis on study. Answers must be related to named studies.
 One point from each study*

Indicative Content: Hraba and Grant: the findings from this study related to the way black and white children felt about their race in comparison to the earlier study conducted by Clarke and Clark. The difference in the findings specifically that the black children were found to be far more ethnocentric than they had been earlier, suggests that changes in society affect the way a child feels, this can be used in society to raise awareness.

Bandura, Ross and Ross: this study shows that children imitated aggressive role models; this can help to raise awareness of the need for positive role models for young people and the importance of parents and other role models protecting the children from seeing aggressive behaviour. **Loftus and Palmer:** This study showed the effects of leading questions on the testimonies provided by eyewitnesses, this can provide useful guidance for the questioning techniques used by the police and the need for neutral questioning techniques. **Milgram:** this study highlighted the ease with which people follow orders which may be anti social in their nature, it is useful to prevent atrocities carried out in the name of obedience such as the holocaust, and also for people to know that they are vulnerable to authority figures and the orders they give.

For each point up to a maximum of **FOUR** points

For each point up to a maximum of four studies

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 application to everyday life. (1)

Description of point about application to everyday life (comment without comprehension) (2)

As above but with analysis (comment with comprehension) about application to everyday life. (3)

[max 10]

(b) What problems may psychologists have when they try to apply their findings to everyday life?

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

Indicative Content: ecological validity, generalisability of sample, ethics, determinism etc.

For each point up to a maximum of **FOUR** points

Difficulty with study itself NOT related to applications to everyday life (0)

Identification of difficulty related to applications to everyday life (1)

Description of problem related to applications to everyday life. (2)

Description of problem related to applications to everyday life and applied effectively to study. (3)

[max 10]

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- (c) Which areas of everyday life are most in need of applications from 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 10]

- 7 (a) Outline how psychometric tests were used in each of these studies.

Gould (intelligence testing)
Thigpen and Cleckley (multiple personality)
Baron-Cohen (autism)
Hodges and Tizard (relationships)

*Emphasis on study. Answers must be related to named studies.
One point from each study*

Indicative Content: Gould: Intelligence tests were given to army recruits to measure IQ for placement within the army; there were three types of tests. **Thigpen and Cleckley:** The three personalities of Eve were given IQ and memory tests to establish any differences between them.

Baron-Cohen: The three groups of children were given an IQ test to control for intelligence.

Hodges and Tizard: The children were given psychometric tests to measure the quality of their relationships (Rutter B)

For each point up to a maximum of **FOUR** points

For each point up to a maximum of four studies

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 psychometric tests. (1)

Description of point about psychometric tests. (Comment without comprehension) (2)

As above but with analysis (comment with comprehension) about psychometric tests. (3)

[max 10]

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(b) What are the strengths and weaknesses of psychometric testing?

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: can compare people easily, strengths of quantitative data,
Weaknesses: reductionist, may not be valid

For each point up to a maximum of **FOUR** points

- Problem with study itself NOT related to psychometric tests. (0)
- Identification of strength/weakness related to psychometric tests. (1)
- Description of strength/weakness related to psychometric tests. (2)
- Description of strength/weakness related to psychometric tests applied to study effectively.(3)

[max 10]

(c) Are psychometric tests the best way to make comparisons between people? 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]

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[max 10]

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8 (a) Outline the physiological processes investigated in each of these studies.

Dement and Kleitman (sleep and dreaming)
 Sperry (split brain)
 Raine (murderer's brains)
 Schachter and Singer (emotions)

*Emphasis on study. Answers must be related to named studies.
 One point from each study*

Indicative Content: **Dement and Kleitman:** brain activity and rapid eye movements were measured, **Sperry:** left and right brain functioning **Raine:** brain activity in murderer's brains
Schachter and Singer: the role of adrenaline in emotions

For each point up to a maximum of **FOUR** points

No answer or incorrect answer (0)
 Identification of point relevant to physiological processes but not related to study or comment from study but no point about physiological processes. (1)
 Description of point about physiological processes (Comment without comprehension) (2)
 As above but with analysis (comment with comprehension) about physiological processes (3)

[max 10]

(b) What problems may psychologists have when they investigate physiological processes to explain behaviour and experience?

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

Indicative Content: reductionism, determinism, equipment, ethics etc

For each point up to a maximum of **FOUR** points

Problem with study itself NOT related to physiological processes (0)
 Identification of problem related to physiological processes (1)
 Description of problem related to physiological processes (2)
 Description of problem related to physiological processes & applied effectively to study. (3)

[max 10]

(c) To what extent do you believe that physiological processes explain behaviour and experience? 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]

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[max 10]