

MARK SCHEME for the October/November 2008 question paper

9698/01	9698 PSYCHOLOGY Paper 1 (Core Studies 1), maximum raw mark 100
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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.

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Section A

1 From the study by Loftus and Palmer on eyewitness testimony:

(a) Briefly describe the results of the first experiment.

Most likely: speed estimations determined by verb.

Smashed = 40.8mph, hit 39.3, collided 38.1, bumped 34, contacted 31.8.

1 mark partial, 2 marks expansion e.g. some numbers provided.

(2)

(b) Suggest a generalisation that can be made from these findings.

Most likely:

- police/courts should not influence witnesses by asking leading questions;
- memory is not reliable, can be influenced;
- people are poor at making estimations of speed.

1 mark partial, 2 marks full.

(2)

[4]

2 From the Deregowski review of picture perception:

(a) Give *one* example of the anecdotal reports made by explorers of how African people responded to pictures.

Any anecdotal evidence included in the Deregowski review.

- Robert Laws picture of ox and dog;
- Mrs Fraser, profile of a face;
- 'other reports' chief fleeing from elephant on screen.

(2)

(b) State *one* problem with this type of anecdotal evidence.

Most likely:

- could be 'made up' story; not objective/scientific;
- interpreter may have bias towards their own culture (ethnocentric);
- may misinterpret due to language differences.

1 mark partial, 2 marks full.

(2)

[4]

3 From the study by Baron-Cohen, Leslie and Frith, give *four* behaviours that can be used to identify autism.

Most likely (but others acceptable)

- no theory of mind;
- poor verbal & non-verbal communication;
- repetitive behaviour;
- poor social relationships;
- likes routine.

1 mark for identification of each behaviour.

[4]

4 From the study by Samuel and Bryant on conservation, outline *two* factors that were found to affect the children's ability to conserve.

Most likely answers:

- The older the child the fewer errors;
- Conservation of mass and number easier, volume most difficult;
- One question easier than standard Piaget two-judgement.

1 mark partial, 2 marks full.

(2 + 2)

[4]

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5 In the study by Bandura, Ross and Ross the researchers observed imitative aggression (copying the behaviour of the model) and non-imitative aggression.

(a) Give *one* example of imitative aggression.

imitative physical: striking bobo with a mallet; sitting on bobo and punches on nose; kicking bobo; tossing bobo in the air.

imitative verbal: hit him down; sock him; kick him; throw him in the air.

1 mark partial e.g. punch on nose, 2 marks full e.g. sitting on bobo and punches on nose. No marks for partial imitation. (2)

(b) Give *one* example of non-imitative aggression.

non-imitative aggression: aggressive gun play; example of any other aggressive act that is not imitated.

1 mark identification, 2 marks description. (2) [4]

6 In the study by Hodges and Tizard on social relationships, the ex-institutional children were matched with a comparison group.

(a) Identify *two* ways in which the children were matched.

Ex-institutional and comparison groups matched on:

- sex, age;
- one- or two-parent family;
- occupational classification of main breadwinner;
- position in family.

Identification only required, 1 mark for each. 1 mark for sex and gender. (1 + 1)

(b) In any psychological study, why are participants matched?

Most likely:

To control as many participant and other variables as possible; to reduce/eliminate confounding variables.

1 mark partial, 2 marks full. (2) [4]

7 The study by Dement and Kleitman looked at different aspects of sleep and dreaming.

(a) Outline *one* of the aims of the study.

Any one from:

- to see if REM sleep is associated with dreaming;
- to see if dream length could be accurately estimated; (& narration);
- to see if eye movement matches dream content.

1 mark partial, 2 marks full. (2)

(b) What were the results in relation to this aim?

All results supported the aim. 1 mark for stating this, 2 marks for expansion. Actual data not needed for 2 marks, but data counts as expansion. (2) [4]

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8 From the study by Sperry (split brain):

(a) Identify which hemisphere is the major hemisphere and which is the minor hemisphere.

Left hemisphere is the major, right is the minor.

1 partial e.g. left is major, 2 marks for expansion e.g. left is major right is minor. (2)

(b) Suggest why Sperry refers to one hemisphere as being ‘major’.

Most likely: ‘major’ functions such as language take place in left hemisphere.

1 mark partial, 2 marks expansion. (2) [4]

9 From the Milgram study on obedience, give two reasons why some participants did not continue to 450 volts.

Most likely:

- Decided it was too unethical; inappropriate to continue;
- That the ends did not justify the means;
- That the payment was not worth it;
- That their conscience could not allow them to continue;
- Any reasonable explanation to be credited.

1 mark partial, 2 marks expansion. (2 + 2) [4]

10 In the prison simulation study by Haney, Banks and Zimbardo:

(a) Identify two features of the procedure for prisoners before they arrived at the prison.

Most likely:

- Arrested at their home and put into a police car;
- Read their rights;
- Fingerprinted, blindfolded and put in a cell;
- Given an identification number.

1 mark identification of each feature.

No marks for features involving prison. (2)

(b) Identify two psychological effects this procedure had on the prisoners.

Most likely:

- unethical: psychological harm; embarrassment
- dehumanising
- powerlessness (can’t prevent the arrest/procedure)

1 mark identification only.

No marks for effects of prison on participants. (1 + 1) [4]

11 The study by Piliavin, Rodin and Piliavin on ‘subway Samaritans’ is a field study.

(a) Explain why a field study was used.

Most likely:

- Previous studies done in laboratory
- Field study is high in ecological validity

1 mark partial, 2 marks full. (2)

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(b) Give one disadvantage of this field study.

Most likely:

- Restricted environment: same train at same time, etc
- Observers may not see/record all behaviours
- Lack of controls

1 mark partial e.g. general comment for any study 'lack of control', 2 marks disadvantage and related to **this** study. (2) [4]

12 From the study by Tajfel on intergroup discrimination:

(a) Outline one key feature of ethnocentrism.

Most likely: In-group favouritism and out-group discrimination

1 mark for partial, 2 marks for full. (2)

(b) Give one real life example that produces ethnocentrism.

2 marks: Any example that is 'national'. E.g. England v Greece at football.

1 mark: Any appropriate example e.g. Local or school football teams, or any intergroup categorisation. (2) [4]

13 From the review by Gould on intelligence, three 'facts' resulted from the mass testing of recruits.

(a) Outline one of the 'facts' from the testing.

Any one from:

- Average mental age of white American adults is moron at 13;
- European immigrants graded by country of origin;
- Negro at bottom, average mental age of 10.41.

1 mark partial, 2 marks expansion. (2)

(b) Suggest one implication of this 'fact'.

Most likely:

- Political impact: 1924 immigration restriction act;
- Supported prejudiced belief that whites are 'superior'.

1 mark partial, 2 marks expansion. (2) [4]

14 All studies in psychology raise ethical issues. Outline two ethical issues raised in the study by Haba and Grant (doll choice).

Most likely:

Informed consent: children could not give informed consent and it is unlikely a parent would be asked. But, school teacher would give permission.

Distress: negative feelings about one's own race.

No deception or right to withdraw and confidentiality maintained.

1 mark partial, 2 marks expansion. (2 + 2) [4]

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15 In their study of multiple personality disorder, Thigpen and Cleckley gathered data in a number of ways.

(a) Outline *one way* in which qualitative data was gathered.

Most likely: qualitative data was gathered through interviews with Eve. Over 100 hours over a period of 14 months. Also data from Rorschach.

1 mark partial, 2 marks expansion. (2)

(b) Outline *one way* in which quantitative data was gathered.

Most likely: quantitative data gathered through various tests: IQ, memory, EEG tests.

1 mark partial, 2 marks expansion. (2) [4]

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

Section B

16 A number of core studies use the case study method which collects detailed information about a participant.

(a) Briefly describe the main findings of your chosen study.

Gardner and Gardner (project Washoe)

Freud (little Hans)

Thigpen and Cleckley (multiple personality disorder)

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

Freud: observations of Hans and conversations with Hans conducted by Hans' father and sent to Freud via letter.

Thigpen: observations, interviews (over 100 hours) psychometric and projective tests.

Gardner: observation of signs judged by independent observers and by G&G on video.

No answer or incorrect answer. 0

Anecdotal evidence, general statements, minimal detail, minimal focus. 1–3

Attempt to outline some of main aspects of findings though with omission of detail or lack of clarity (comment with some comprehension). 4–6

Main aspects of findings identified and described in good detail. Outline is clear, focused and well expressed. Good selection of aspects of findings. 7–10

[max 10]

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(b) Describe how the case study was carried out in your chosen study.

No answer or incorrect answer.	0
Anecdotal description of case study, brief detail, minimal focus.	1–3
Appropriate aspects identified, description shows some understanding. Some detail and expansion of case studies.	4–6
Appropriate aspects identified. Description is clear, has good understanding, is focused and well expressed. Good detail each aspect explained fully.	7–10

[max 10]

(c) Using your chosen study as an example, what are the strengths and weaknesses of the case study method?

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

strength: richness and detail of the data gathered. Often longitudinal.

strength: ecological validity: participant studied as part of everyday life.

strength: rare or unique behaviours can be studied in detail.

strength: sample *may* be self selecting; not chosen by researchers.

weakness: may be only one participant (or very few) so cannot generalise to others.

weakness: participant may be unique, possibly 'not normal'. Researchers may not know how to proceed; may draw false conclusions.

weakness: researchers may become emotionally attached if only one participant studied over time.

No answer or incorrect answer.	0
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Anecdotal description, brief detail, minimal focus. Very limited range. Description may be inaccurate, incomplete or muddled.	1–3
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Increased range but basic. Some understanding, some focus. OR Strengths or weaknesses only which are focused on question. Max mark of 5 if only strengths or weaknesses.	4–5
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Several advantages and disadvantages which are focused on question. Description is good with reasonable understanding. Some detail and expansion of key features.	6–7
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Balance of advantages and disadvantages which are focused on question. Description is detailed with good understanding and clear expression. The arguments are well considered and reflect understanding which extends beyond the specific study.	8–10
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[max 10]

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(d) Suggest how *one* other method could be used to investigate your chosen study and say how this would affect the results of the study.

No answer or incorrect answer. 0

Anecdotal suggestion, brief detail, minimal reference to question.
Description may be inaccurate, incomplete or muddled. 1–3

Some appropriate suggestions which are focused on question.
Description shows some understanding.
Some detail and expansion of aspects allowing generalisation.
Max mark of 6 if effect on results not considered. 4–6

Range of appropriate suggestions which are focused on question.
Description is detailed with good understanding and clear expression.
The changes are well considered and reflect understanding of the area in question. 7–10

[max 10]

17 When carrying out experimental research, one of the most important factors that psychologists have to consider is which variables need to be controlled and how that control is to be achieved.

(a) Describe the procedure of your chosen study.

Raine, Buchsbaum and LaCasse (brain scans)

Schachter and Singer (emotion)

Piliavin, Rodin and Piliavin (subway Samaritans)

Raine: participants matched, taken to scanner and follow procedure of injection, CPT then scan.

Schachter: Given injection of epinephrine or not; given false instructions then exposed to stooge behaving angrily or euphorically.

Piliavin: 'Victims' perform behaviours at same stop; observers observe same factors.

No answer or incorrect answer. 0

Anecdotal evidence, general statements, minimal detail, minimal focus. 1–3

Attempt to outline some of main aspects of procedure though with omission of detail or lack of clarity (comment with some comprehension). 4–6

Main aspects of procedure identified and described in good detail. Outline is clear, focused and well expressed. Good selection of aspects of procedure. 7–10

[max 10]

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(b) Outline the controls that were used in your chosen study.

Raine: participants matched on age, sex, schizophrenia, etc. Same scan used; all follow same procedure – CPT, etc.

Schachter: epinephrine and placebo groups. Differing information groups, differing stooges who perform same routine.

Piliavin: ‘Victims’ wear same clothes, same actions. Same train, start at same stop, observers always in same place, etc

No answer or incorrect answer. 0

Anecdotal description of controls, brief detail, minimal focus. 1–3

Appropriate controls identified, description shows some understanding. Some detail and expansion of control. 4–6

Appropriate controls identified.
Description is clear, has good understanding, is focused and well expressed. Good detail; each control explained fully. 7–10

[max 10]

(c) Using your chosen study as an example, what are the advantages and disadvantages of applying controls in psychological studies?

Advantage: laboratory experiment so reduction of irrelevant variables; controlled environment.

Advantage: control of materials/procedure ensures equality across participants.

Disadvantage: often behaviour in laboratory is not natural; may affect behaviour.

Disadvantage: is reductionist; may isolate variables from other influencing factors.

No answer or incorrect answer. 0

Anecdotal description, brief detail, minimal focus. Very limited range. Description may be inaccurate, incomplete or muddled. 1–3

Advantages or disadvantages only which are focused on question.
For 4 marks as for 6–7 mark band.
For 5 marks as for 8–10 mark band. 4–5

Several advantages and disadvantages which are focused on question.
Description is good with reasonable understanding.
Some detail and expansion of key features. 6–7

Balance of advantages and disadvantages which are focused on question.
Description is detailed with good understanding and clear expression.
The arguments are well considered and reflect understanding which extends beyond the specific study. 8–10

[max 10]

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(d) Suggest an alternative way to gather data and say how this would affect the results of the study.

No answer or incorrect answer. 0

Anecdotal suggestion, brief detail, minimal reference to question.
Description may be inaccurate, incomplete or muddled. 1–3

Some appropriate suggestions which are focused on question.
Description shows some understanding.
Some detail and expansion of aspects allowing generalisation. 4–6

Range of appropriate suggestions which are focused on question.
Description is detailed with good understanding and clear expression.
The changes are well considered and reflect understanding of the area in question. 7–10

[max 10]