www.dynamicpapers.com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the June 2004 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 students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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 discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

www.dynamicpapers.com

Grade thresholds taken for Syllabus 9698 (Psychology) in the June 2004 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 2	50	41	36	22

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

www.dynamicpapers.com

June 2004

GCE AS/A LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9698/02

PSYCHOLOGY

Core Studies 2

www.dynamicpapers.com

Section A

Question	Description	Mark	Max
1a	Full description of nature/nurture debate (does not need to relate to perception) i.e. ideas about whether behaviour is learnt or innate.	2	
1b	Language barriers, cultural bias, etc. Any difficulty 1 mark plus example from study 2 marks.	2	**4**
2a	Any two from: average MA of white adults was 13, grading of European immigrants, average score of black men was 10.4. 1 mark each.	1+1	
2b	Questions based on American culture e.g. questions about food products, or the use of written tests which some illiterate recruits were unfamiliar with. 1 mark partially correct answer, 2 marks correct answer with sufficient detail.	1+1	**4**
3	Dolls don't think, demand characteristics, artificiality of experiment i.e. conducted by a strange experimenter away from children's normal environment. Lacks mundane realism i.e. test was strange and would not normally occur in daily life. Any two, 2 marks each with explanation.	2+2	**4**
4a	Partial definition of reliability 1 mark, 2 marks for full definition i.e. the extent to which a study/procedure/findings are consistent. Depends largely on whether study can be replicated.	2	
4b	Standardised procedure, large sample, structured procedure/measurement e.g. same prods/instructions/cover story used 2 marks with explanation. Also reference to numerous trials conducted, high number of participants displaying obedience.	2	**4**
5a	Doll choice technique partial description 1 mark, full description of questions asked 2 marks.	2	
5b	Society's attitudes influenced the children's racial preference supported by the difference in findings from the original study by Clarke and Clarke and the later study by Hraba and Grant. 2 marks for full explanation with reference to specific changes in findings.	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.

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

Section B

Question	Description	Mark
6a	**Outline one way in which each of these studies was unethical.** **Haney, Banks and Zimbardo (prison simulation)** **Schachter and Singer (emotion)** **Bandura, Ross and Ross (aggression)** **Rosenhan (sane in insane places)**	
	Emphasis on study. Answers must be related to named studies. *One point from each study.*	
	Indicative Content: guidelines broken: Zimbardo – deception, informed consent, withdrawal. Schachter and Singer – deception, physical harm from injection, stress, withdrawal, informed consent. Bandura – consent (children) stress, changes to behaviour, withdrawal. Rosenhan – damage to psychiatrists' careers, withdrawal, consent.	
	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 ethics.	**1**
	Description of point about ethics (comment without comprehension).	**2**
	As above but with analysis (comment with comprehension) of ethics.	**3**
	Max mark	**10**
6b	**What problems may psychologists have when they try to conduct ethical research?**	
	Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.	
	Indicative content: demand characteristics, children cannot give informed consent, payment reduces perception of ability to withdraw, not always opportunity to debrief, deception can induce stress, making participants aware of the hypothesis reduces validity.	
	For each point up to a maximum of FOUR points	
	Problem with study itself NOT related to conducting ethical research.	**0**
	Identification of problem related to conducting ethical research.	**1**
	Description of problem related to conducting ethical research.	**2**
	Description of problem related to conducting ethical research and applied effectively to study.	**3**
	Max mark	**10**
6c	**Can breaking ethical guidelines ever be justified? 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**

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

Question	Description	Mark
7a	**How might each of these studies be considered reductionist? Sperry (split brain) Loftus and Palmer (eyewitness testimony) Tajfel (intergroup categorisation) Freud (Little Hans)**	
	Emphasis on study. Answers must be related to named studies. One point from each study.	
	Indicative content: Raine – physiological explanation of why people murder ignores the possibility that the brain may change in structure due to experience and other social factors. Loftus and Palmer – use of experiment to illustrate reliability of eyewitness testimony is an oversimplification of how memory works in everyday life, real accidents involve much more emotion than a film clip. Tajfel – reduces complex process of discrimination to simplistic exercise and explanation or intergroup categorisation ignores role of attitudes and beliefs. Freud – focuses on one explanation of how phobias develop i.e. unresolved unconscious conflicts.	
	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 not point about reductionism.	**1**
	Description of point about reductionism (comment without comprehension).	**2**
	As above but with analysis (comment with comprehension) about reductionism.	**3**
	Max mark	**10**
7b	**What are the strengths and weaknesses of using reductionist explanations in psychology?**	
	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 – helps to explain complex processes, easier to study behaviour using experiments can establish cause and effect. Weaknesses – ignores alternative explanations of behaviour, too simplistic, use of experiments can bring about demand characteristics and less valid results.	
	For each point up to a maximum of FOUR points	
	Problem with study itself NOT related to reductionist explanations and/or methods in psychology.	**0**
	Identification of problem related to reductionist explanations and/or methods in psychology.	**1**
	Description of problem related to reductionist explanations and/or methods in psychology.	**2**
	Description of problem related to reductionist explanations and/or methods in psychology and applied effectively to study.	**3**
	Max mark	**10**
7c	**Is there an alternative to reductionist approaches 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 not 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**

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

Question	Description	Mark
8a	**Describe a possible use for the findings of each of these studies. Piliavin, Rodin and Piliavin (subway Samaritans) Samuel and Bryant (conservation) Hodges and Tizard (social relationships) Raine, Buchsbaum and LaCasse (brain scans)**	
	Emphasis on study. Answers must be related to named studies. One point from each study.	
	Indicative content: Piliavin – understanding and improving bystander behaviour. Samuel and Bryant – formulating teaching schemes for young children, understanding children's cognitive limitations. Hodges and Tizard – parenting skills and policies for adoption and foster care. Dement and Kleitman – understanding the relationship between sleep and dreaming, sleep cycles etc.	
	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 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 mark	**10**
8b	**What problems may psychologists have when they try to conduct useful research?**	
	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, ethics, valid measures, sample size, ethnocentric bias, demand characteristics etc.	
	For each point up to a maximum of FOUR points	
	Problem with study itself NOT related to ecological validity.	**0**
	Identification of problem related to ecological validity.	**1**
	Description of problem related to ecological validity.	**2**
	Description of problem related to ecological validity and applied effectively to study.	**3**
	Max mark	**10**
8c	**Do you think some areas of psychological research are more useful than others? 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**

© University of Cambridge International Examinations 2005