

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
GCE Advanced Subsidiary Level and GCE Advanced Level

## **MARK SCHEME for the October/November 2006 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 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.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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**Section A**

<b>Question</b>	<b>Description</b>	<b>Mark</b>	<b>Max</b>
<b>1a</b>	Dream analysis, observations made by father, transcripts to Freud.	2	<b>2</b>
<b>1b</b>	Subjective, bias, difficult to analyse, time consuming.	2	<b>2</b>
<b>2</b>	Any two from: queuing for lunch, writing notes, pacing the corridors, asking questions about release.	2+2	<b>4</b>
<b>3</b>	Researcher bias, tests could have been faked, validity of physiological tests.	2+2	<b>4</b>
<b>4a</b>	<b>One from:</b> informed consent, deception, withdrawal, protection. <b>2 marks for identification of guideline broken with explanation.</b>	1+1	<b>2</b>
<b>4b</b>	Could have affected the validity of the study, demand characteristics, pleasing the experimenter, less useful results, participants may have refused to take part. 2 marks for full explanation.	2	<b>2</b>
<b>5a</b>	Sent to left hemisphere – participants unable to pick out object/write. Sent to only right hemisphere – unable to name object. Hemisphere and problem outlined for 2 marks.	2	<b>2</b>
<b>5b</b>	Information is sent to both hemispheres as normally seen by both visual fields. Coherent explanation for 2 marks.	2	<b>2</b>

**Partial/full answer**

<b>0 marks</b>	No answer <b>or</b> incorrect answer.
<b>1 mark</b>	Partially correct answer <b>or</b> correct but incomplete lacking sufficient detail or explanation to demonstrate clear understanding.
<b>2 marks</b>	Correct answer with sufficient detail/explanation to demonstrate clear understanding.

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Q	Description	Mark
<b>Q6a</b>	<b>Describe the ethnocentric bias in each of these studies.</b>	
	Gould (IQ testing) Hraba and Grant (doll choice) Raine, Buchsbaum and LaCasse (brain scans) Tajfel (intergroup discrimination)	
	<i>Emphasis on study. Answers must be related to named studies. One point from each study.</i> <b>Indicative Content:</b> <b>Gould:</b> The IQ tests were biased towards the White Americans and immigrants who had been in the country longer. <b>Hraba and Grant:</b> the children in Hraba and Grant's study were ethnocentric towards their own race, they chose dolls of their own race when asked questions to do with racial preference. <b>Raine:</b> people with brain abnormalities could be seen in a less favourable light as a result of the suggestion of the connection with murderers. <b>Tajfel:</b> the schoolboys favoured other members of the same group by awarding more points to them and less to members of the out group, this was highlighted in both experiments.	
	<b>For each point up to a maximum of FOUR points</b>	
	For each point up to a maximum of four studies.	
	No answer or incorrect answer.	<b>0</b>
	Identification of point relevant to question but not related to study or comment from study but no point about ethnocentric bias.	<b>1</b>
	Description of point about ethnocentric bias (comment without comprehension).	<b>2</b>
	As above but with analysis (comment with comprehension) about ethnocentric bias.	<b>3</b>
	<b>Max mark</b>	<b>10</b>
<b>Q6b</b>	<b>What problems may psychologists have when they study ethnocentric bias?</b>	
	<i>Emphasis on problem. Answers must be related to named (or other) studies. Each problem does not need a different study; can use same study.</i> <b>Indicative Content:</b> discrimination, stereotyping, labelling, genocide, divisions in society, segregation.	
	<b>For each point up to a maximum of FOUR points</b>	
	Difficulty with study itself NOT related to ethnocentric bias.	<b>0</b>
	Identification of difficulty related to ethnocentric bias.	<b>1</b>
	Description of problem related to ethnocentric bias.	<b>2</b>
	Description of problem related to ethnocentric bias and applied effectively to study.	<b>3</b>
	<b>Max mark</b>	<b>10</b>
<b>Q6c</b>	<b>Is ethnocentric bias inevitable in today's world? Give reasons for your answer.</b>	
	<i>Emphasis on point. Answers supported with named study (or other) studies/evidence.</i>	
	One or two general statements which may be inaccurate, incomplete or muddled.	<b>1-2</b>
	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.	<b>3-4</b>
	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.	<b>5-6</b>

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	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
	<b>Max mark</b>	<b>10</b>

<b>Q7a</b>	<b>Describe whether each of these studies supports the nature or nurture view.</b>	
	Bandura, Ross and Ross (aggression) Deregowski (perception) Gardner and Gardner (project Washoe) Samuel and Bryant (conservation)	
	<i>Emphasis on study. Answers must be related to named studies.            One point from each study.</i> <b>Indicative content:</b> <b>Bandura:</b> aggression is seen to be learnt therefore nurture children imitated the role models they saw and varying levels of aggression were displayed in the different conditions even allowing for the matching of pre-existing levels of aggression prior to the study. <b>Deregowski:</b> the various studies described by Deregowski supported the nurture view of perception since there were differences in the depth perception between the western and non-western participants which it was concluded provided evidence that pictures are not a lingua franca and 3D perception was not an innate ability. <b>Gardner and Gardner:</b> candidates could argue either way with the findings from this study, Washoe did learn to sign many words and form basic sentences, however there were many features of language that she did not display and her rate of acquisition was very slow, it would seem that certain aspects of language are innate in human beings suggesting that nature plays a vital role. <b>Samuel and Bryant:</b> some aspects of the study support the nature view that children develop with age as the older children made less errors suggesting that the stages of cognitive development may be linked to the maturational process. However some younger children were able to conserve suggesting that the process may be advanced through learning (nurture).	
	<b>For each point up to a maximum of FOUR points</b>	
	For each point up to a maximum of FOUR studies	
	No answer or incorrect answer.	<b>0</b>
	Identification of point relevant to question but not related to study or comment from study but no point about nature/nurture.	<b>1</b>
	Description of point about nature/nurture (comment without comprehension).	<b>2</b>
	As above but with analysis (comment with comprehension) about nature/nurture.	<b>3</b>
	<b>Max mark</b>	<b>10</b>

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<b>Q7b</b>	<b>What problems may psychologists have when they investigate whether behaviour develops through nature or nurture?</b>	
	<i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.</i>	
	<b>Indicative content:</b> controlling extraneous variables, isolating variables, sample, ethics, and ethnocentric bias.	
	<b>For each point up to a maximum of FOUR points</b>	
	Problem with study itself NOT related to nature/nurture debate.	<b>0</b>
	Identification of problem related to nature/nurture debate.	<b>1</b>
	Description of problem related to nature/nurture debate.	<b>2</b>
	Description of problem related to nature/nurture debate applied to study effectively.	<b>3</b>
	<b>Max mark</b>	<b>10</b>
<b>Q7c</b>	<b>Is it useful to discover whether behaviour is the result of nature or nurture? Give reasons for your answer.</b>	
	<i>Emphasis on point. Answers supported with named study (or other) studies/evidence.</i>	
	One or two general statements which may be inaccurate, incomplete or muddled.	<b>1-2</b>
	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.	<b>3-4</b>
	A number of points are made which are focused on the 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.	<b>5-6</b>
	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.	<b>7-8</b>
	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.	<b>9-10</b>
	<b>Max mark</b>	<b>10</b>

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<b>Q8a</b>	<b>Describe what each of these studies tells us about how a person's behaviour is influenced by other people.</b>	
	Hodges and Tizard (social relationships) Milgram (obedience) Piliavin, Rodin and Piliavin (subway Samaritans) Haney, Banks and Zimbardo (prison simulation)	
	<i>Emphasis on study. Answers must be related to named studies. One point from each study.</i> <b>Indicative content: Hodges and Tizard</b> – the quality of a person's relationships is influenced by the relationships they develop in the early years of their life with their primary caregiver and whether ex-institutional children are restored or adopted by new parents. <b>Milgram</b> – the participants were influenced by the experimenter to give the shocks and the victim made them feel uncomfortable. <b>Piliavin</b> – the characteristics of the victim influenced the amount of help people gave in the subway, for example the race of the victim and whether they appeared drunk or ill. <b>Zimbardo</b> – the prisoners reacted very negatively to the guards and the guards suffered from pathology of power whereby they reacted to the passivity of the prisoners.	
	<b>For each point up to a maximum of FOUR points</b>	
	For each point up to a maximum of FOUR studies	
	No answer or incorrect answer.	<b>0</b>
	Identification of point relevant to question but not related to study or comment from study but no point about the influence of others.	<b>1</b>
	Description of point about the influence of others (comment without comprehension).	<b>2</b>
	As above but with analysis (comment with comprehension) about the influence of others.	<b>3</b>
	<b>Max mark</b>	<b>10</b>
<b>Q8b</b>	<b>What problems may psychologists have when they study how a person's behaviour is influenced by other people?</b>	
	<i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.</i> <b>Indicative content:</b> ecological validity, demand characteristics, ethics, determinism, reductionism	
	<b>For each point up to a maximum of FOUR points</b>	
	Problem with study itself NOT related to the influence of others.	<b>0</b>
	Identification of problem related to the influence of others.	<b>1</b>
	Description of problem related to the influence of others.	<b>2</b>
	Description of problem related to the influence of others and applied effectively to study.	<b>3</b>
	<b>Max mark</b>	<b>10</b>
<b>Q8c</b>	<b>'Social factors are the most important influence on a person's behaviour.' To what extent do you agree with this statement? Give reasons for your answer.</b>	
	<i>Emphasis on point. Answers supported with named study (or other) studies/evidence.</i>	
	One or two general statements, which may be inaccurate, incomplete or muddled.	<b>1-2</b>
	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.	<b>3-4</b>

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	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.	<b>5-6</b>
	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.	<b>7-8</b>
	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.	<b>9-10</b>
	<b>Max mark</b>	<b>10</b>