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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the October/November 2009 question paper for the guidance of teachers

9698 PSYCHOLOGY

9698/11 Paper 11 (Core Studies 1), maximum raw mark 100

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, which would have considered the acceptability of alternative answers.

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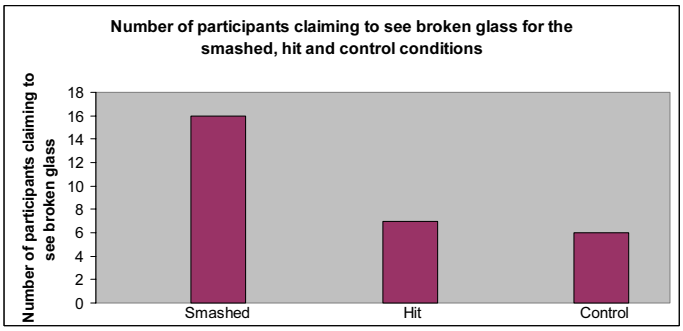
Section A

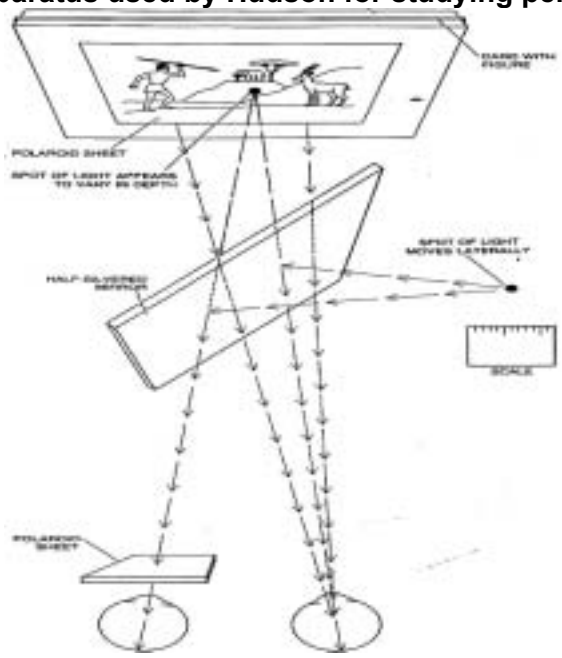
1 In experiment 2 of the study by Loftus and Palmer on eyewitness testimony, participants were asked the question: Did you see any broken glass? Their answers appear in the chart below. Describe *two* findings from the data.



Data: YES: smashed 16, hit 7, control 6. NO: smashed 34, hit 43, control 44.
Any two appropriate findings – can comment on data: 16 saw broken glass whereas 34 did not; repeated also for hit and control groups. Also conclusions acceptable: leading questions affect memory; two types of info go into memory. If three findings are given (smashed, hit and control) then best two credited.
1 mark partial, 2 marks expansion. (2 + 2) [4]

2 From the review of studies on picture perception by Deregowski:

(a) Briefly describe the apparatus used by Hudson for studying perceived depth.



Apparatus consists of:
Electroluminescent panel with Polaroid sheet (with/man/antelope/elephant picture);
A half silvered mirror;
A Polaroid sheet to cover one eye;
An adjustable spot of light.
1 mark for each feature however vaguely described.
NB 'apparatus' can include actual pictures, so 1 mark for candidates who mention the 'cube' or the two pronged trident. (2)

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(b) Suggest *one* advantage of using the same apparatus with each participant.
Most likely: a control to ensure as much is standardised as possible for all participants.
1 mark partial, 2 marks full. (2) [4]

3 The study by Gardner and Gardner on Washoe is a longitudinal study.

(a) What is meant by the term 'longitudinal study'?
Most likely: study of one (or more) participants done over a period of time.
1 mark partial (e.g. done over time) 2 marks elaboration (e.g. done over time with same participant). (2)

(b) Suggest *one* reason why this was a longitudinal study.
Most likely: change (or development) can be recorded. Progress of Washoe can be tracked.
1 mark longitudinal advantage plus 1 mark related to Washoe. (2) [4]

4 The prison simulation study by Haney, Banks and Zimbardo is unethical in many ways. Suggest *two* reasons to support the view that the study *should* have been done.
Answer is speculative; any reasonable answer acceptable:
- Ends justify the means.
- Gives insight into prison behaviour/social roles.
- Participants are not really harmed and will have no long-term damage.
- Tests the dispositional hypothesis/supports the situational hypothesis.

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

5 In the study on intergroup categorisation, Tajfel outlines 'generic norms of behaviour towards outgroups'.

(a) What is meant by the term 'generic norm'?
Most likely answers:
This is Tajfel's aim. He defines social norm as "an individual's expectation of how others expect him to behave and his expectation of how others will behave in any given situation". The generic norm is that "whenever we are confronted with a situation to which some form of inter-group categorisation appears directly relevant, we are likely to act in a manner that discriminates against the out-group and favours the in-group".
1 mark partial, 2 marks expansion. (2)

(b) According to Tajfel three important consequences follow from such generic norms. Outline *one* of these consequences.
Most likely answer: there are three consequences of applying the generic norm:
1. There may be discrimination against an out-group even if there is no reason for it in terms of the individual's own interests.
2. There may be such discrimination in the absence of any previously existing attitudes of hostility or dislike toward the out-group.
3. This generic norm may manifest itself directly in behaviour…discriminatory intergroup behaviour can be expected even if the individual is not involved in actual conflicts of interest.

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

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6 According to Piliavin, Rodin and Piliavin, the observation of an emergency situation creates arousal which has to be reduced.

(a) Suggest *two* ways in which arousal can be reduced.

"Observation of any emergency creates an emotional arousal state in the bystander and will be interpreted differently in different situations as fear, disgust, sympathy, etc. and possibly a combination of these. This arousal needs to be reduced and the response to reduce it is a function of the cost-reward matrix".

1 mark for each appropriate suggestion (e.g. walk away; go and help). (2)

(b) Outline the model of response to emergency situations proposed by Piliavin.

Most likely answers:

A situation creates arousal (as above) but helping is determined by cost-benefit matrix:

1. Costs of helping: helping may be physically arousing; may get hurt; be late for work, etc.
2. Benefits of helping: reward e.g. thank you from victim or crowd; feelings that one is a good person, etc.
3. Costs of not helping: no reward; that one is not a good person; may cause guilt.

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

7 In the study by Samuel and Bryant on conservation:

(a) Why were the children asked the 'pre-transformational' question?

Most likely: a control of the procedure. So the child understood that the amounts of volume, mass and number were the same in both presentations. 1 mark partial (e.g. what the child knew before the study), 2 marks elaboration (addition of some understanding e.g. it is a control). (2)

(b) Why were the children asked the 'post-transformational' question?

Most likely: the critical/test question to determine whether the child could conserve. So the child could reflect on the pre-transformational question and make a judgement about the transformation. 1 mark partial (e.g. what the child knew after the study), 2 marks elaboration (e.g. to determine whether children could conserve/understand the transformation).

(2) [4]

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8 The study by Hodges and Tizard on attachment used psychometric tests.

(a) Identify *one* psychometric test used in this study and say who it was given to.

Most likely: the parent completed the 'A' scale questionnaire (Rutter, 1970) on the adolescent's behaviour. The Rutter B scale given to teachers.

1 mark if questionnaire to parents/teachers. 2 marks if Rutter A or B named and correct respondent identified. E.g. Rutter test to parents = 2 marks. (2)

(b) Give one advantage of any psychometric test.

Most likely:

- The use of standardised measures is objective/scientific not waffly subjective.
- Allows comparisons/generalisations to be made with others on a standardised scale.
- Standardised tests are said to be reliable and valid.

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

9 In his article Freud begins by outlining two objections to his case study of little Hans. Briefly describe the *two* objections.

Most likely – direct quotes from Freud "I must deal with two objections which will be raised against my making use of the present analysis for this purpose. The **first** objection is that Hans was not a normal child; it would be illegitimate, therefore, to apply to other normal children conclusions which might perhaps be true of him.

According to the **second**, an analysis of a child conducted by his father, who went to work instilled by my theoretical views and infected with my prejudices, must be entirely devoid of any objective worth."

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

10 The study by Raine, Buchsbaum and LaCasse examines different regions of the brain. Identify and briefly describe the function of *two* cortical regions of the brain.

Most likely:

Frontal lobe deals with most integrated brain functions: thinking conceptualization and planning, conscious appreciation of emotion.

Parietal lobe – functions connected to movement, orientation, calculation, certain types of recognition.

Occipital lobe – visual processing areas.

Temporal lobe – Sound, speech comprehension (in left hemisphere) and some aspects of memory.

Cerebellum or "little brain" is 11% of entire brain mass. Responsible for co-coordinating sensory information and motor movement information received from the cortex. Kind of memory centre for complex motor skills.

NB: No credit for any sub-cortical region.

1 mark partial/identification, 2 marks elaboration. (2 + 2) [4]

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11 One test by Sperry on split brain patients looks at vision and *memory*.

(a) Briefly describe the procedure of this test.

Participants would be asked to look at a central fixation point on the screen.
Image would be flashed up for 1/10th second.
Present image to one hemisphere (via visual field) at a time.
Tell participant to make a sign (e.g. knock the table) when they see an object they have already seen before.
1 mark partial, 2 marks elaboration. (2)

(b) What was the finding of this test?

Most likely: participants only recognised the object if it appeared in the same visual field. This has nothing to do with language centres and the left hemisphere. Simply left hemisphere has a memory and right hemisphere has a memory and the two do not interact.
1 mark partial, 2 marks elaboration. (2) [4]

12 From the review by Gould on intelligence testing:

(a) Describe *one* conclusion.

Any appropriate conclusion:

- Could be in relation to testing.
- Could be in relation to findings.
- Could be in relation to eugenic argument.

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

(b) Outline the evidence to support this conclusion.

Evidence from study to match with **one** of the conclusions above.
1 mark partial, 2 marks elaboration. (2) [4]

13 In their study of multiple personality disorder Thigpen and Cleckley present empirical evidence in the form of psychological tests. They also present anecdotal evidence including events that happened to Eve.

(a) Briefly describe one piece of anecdotal evidence from the study.

Most likely: two main pieces of anecdotal evidence:

1. Eve going into the woods and being punished.
2. Eve going on a shopping trip. Both were said to be done by Eve Black and for which Eve White had no knowledge.

1 mark partial, 2 marks elaboration. (2)

(b) Suggest one problem with anecdotal evidence.

Most likely: anecdotal evidence may be true; it may be partially true (e.g. exaggerated) or it may be totally false.
1 mark partial, 2 marks elaboration. (2) [4]

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14 The study by Rosenhan in mental institutions involves participant observation.

(a) What is participant observation?

Participant observation is where the aim is to gain a close and intimate familiarity with a given group of individuals (in this case the psychiatrists, nurses, etc. in the institutions) and their practices through an involvement with them in their natural environment. The participants do not know they are being observed, assuming the 'participant' is one of them.

1 mark partial, 2 marks elaboration. (2)

(b) Give *one* disadvantage of participant observation.

One disadvantage is that it is often unethical because those being observed are deceived. Neither do they give informed consent. Participants may begin to trust the observer and reveal 'secrets' which are later used against them.

1 mark partial (e.g. it is unethical), 2 marks elaboration (e.g. specific ethical issue with detail). (2) [4]

15 The study on doll choice by Hraba and Grant replicated that of Clark and Clark:

(a) What were the skin colours of the participants in both studies?

Three groups are: light (practically white); medium (light brown to dark brown); dark (dark brown to black).

Black and white scores 1 mark, correct answer as above 2 marks. (2)

(b) What difference was found in relation to skin colour?

Clark and Clark found that light skin colour children showed the greatest preference for the white doll. Hraba and Grant did not find this trend. Light skinned were the same as the other groups.

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

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Section B

16 One of the ethical issues that causes concern in the conduct of psychological investigations is whether participants were deceived. Choose any *one* of the studies from the list below and answer the questions which follow.

Milgram (obedience)
Rosenhan (sane in insane places)
Schachter and Singer (emotion)

(a) Describe the procedure of your chosen study. [10]

Milgram: arrive at lab, draw lots, teacher and learner. Fake shocks given.
Rosenhan: pseudo-patients hear voices, phone and arrive at hospital. All admitted, etc.
Schachter: arrive and given injection. Put into one of 4 groups. Exposed to stooge = angry or euphoric.

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. (7–10)

(b) Describe how deception was used in your chosen study. [10]

Milgram: not learning and memory; teacher/learner selection; no actual shocks.
Rosenhan: fake symptoms of pseudo-patients; not admitting doing observations; no pseudo-patients in second study.
Schachter: not suproxin, misinformed, use of stooge.

No answer or incorrect answer. (0)

Anecdotal description of deceptions, brief detail, minimal focus. (1–3)

Appropriate aspect identified, description shows some understanding. Some detail and expansion of deceptions. (4–6)

Appropriate aspect identified.
Description is clear, has good understanding, is focused and well expressed. Good detail each aspect of deceptions explained fully. (7–10)

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(c) Using your chosen study as an example, give reasons for and against research involving deception. [10]

Indicative content: most likely answers: (any appropriate answer receives credit):

For: Participants are not really harmed by deception.
Knowledge gained may be worth the deception: ends justify means.
Participants remain naïve – behave naturally with no demand characteristics.

Against: It is unethical.
May discourage from participating in a psychological study ever again.
Participants may make false assumptions about true nature of study.

No answer or incorrect answer. (0)

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

Reasons for and reasons against which are focused on the question, are psychologically informed but lack detail, elaboration or example. (4–5)

Reasons for and reasons against which are focused on the question and are psychologically informed. There is reasonable detail with some elaboration or examples. Discussion becoming clear and shows some understanding.
Half marks for advantages or disadvantages only. (6–7)

Range of reasons for and reasons against (4 or more) which are focused on the question and are psychologically informed. There is good detail with elaboration and examples. Discussion is good and shows understanding.
Half marks for advantages or disadvantages only. (8–10)

(d) Suggest ways in which your chosen study could be conducted without deception and say how this would affect the result of the study. [10]

No answer or incorrect answer. (0)

Anecdotal suggestion, brief detail, minimal reference to question.
Description may be inaccurate, incomplete or muddled.
There may be no reference to effect on results. (1–3)

Some appropriate suggestions which are focused on question.
Description shows some understanding.
Some detail and expansion of aspects, with some consideration of effect on results.
Max mark of 6 if no effect on results. (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.
Consideration of effect on results is appropriate. (7–10)

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17 When carrying out research, psychologists manipulate the independent variable and try to control as many irrelevant variables as possible. Choose any *one* of the studies from the list below and answer the questions which follow.

Dement and Kleitman (sleep and dreaming)
Bandura, Ross and Ross (aggression)
Baron-Cohen, Leslie and Frith (autism)

(a) Outline the main findings of your chosen study. [10]

Dement: details in relation to 3 aims: REM sleep related to dreaming; participants can estimate the length of a dream (5 or 15 mins); eye movements relate to content of dream.
Bandura: children do imitate. Boys more physically aggressive; girls more verbally aggressive. Evidence of same sex modelling.
Baron-C: autistic children have no theory of mind. It is not related to age or development.

No answer or incorrect answer. (0)

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

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

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

(b) Outline the controls that were used in your chosen study. [10]

Bandura: control groups: aggressive and non-aggressive matched male and female and control group. All children same procedure: same time, model same behaviour, same toys, same observations.
Baron-C: use of Sally and Anne constant; same 3 control questions.
Dement: procedural controls e.g. no caffeine, alcohol, use of alarm, 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. (4–6)

Appropriate controls described.
Description is clear, has good understanding, is focused and well expressed. Good detail and controls explained fully. (7–10)

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(c) Using your chosen study as an example, what are the advantages and disadvantages of applying controls in psychological studies? [10]

Indicative content: most likely answers: (any appropriate answer receives credit):

Advantage: More control over extraneous variables, more likely DV is due to IV.
Participants behave in predictable ways; fewer demand characteristics.

Disadvantage: Isolates behaviour from real life where many other variables will exist (is reductionist and is lowers ecological validity).
Participant's behaviour is less likely to be natural.
More extraneous variables, confounding more likely.

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 and disadvantages which are focused on the question, are psychologically informed but lack detail, elaboration or example. (4–5)

Advantages and disadvantages which are focused on the question and are psychologically informed. There is reasonable detail with some elaboration or examples. Discussion becoming clear and shows some understanding.
Half marks for advantages or disadvantages only. (6–7)

Range of advantages and disadvantages (4 or more) which are focused on the question and are psychologically informed. There is good detail with elaboration and examples. Discussion is good and shows understanding.
Half marks for advantages or disadvantages only. (8–10)

(d) Suggest a different method for your chosen study and say what effect, if any, this would have on the results. [10]

No answer or incorrect answer. (0)

Anecdotal suggestion, brief detail, minimal reference to question.
Description may be inaccurate, incomplete or muddled.
There may be no reference to effect on results. (1–3)

Some appropriate suggestions which are focused on question.
Description shows some understanding.
Some detail and expansion of aspects, with some consideration of effect on results.
Max mark of 6 if no effect on results. (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.
Consideration of effect on results is appropriate. (7–10)

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