www.dynamicpapers.com

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

9698/22 Paper 22 (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, which would have considered the acceptability of alternative answers.

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 October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

UNIVERSITY of CAMBRIDGE
International Examinations

www.dynamicpapers.com

Section A

1 Outline *two* ways in which the Milgram study on obedience to authority was low in ecological validity. [4]

most likely:
- study conducted in a laboratory environment;
- participants paid for their contribution;
- use of stooges;
- 'artificial' nature of electric shocks.

1 mark partial, 2 marks explanation. (2 + 2)

2 The study by Dement and Kleitman (sleep and dreaming) involved participants' self reports of dreams and the use of equipment to measure REM and NREM sleep.

(a) Outline *one* finding about the relationship between sleep and dreaming. [2]

Most likely:
- dreaming much more likely to occur during REM sleep;
- participants can accurately estimate duration of sleep (5 or 15 mins);
- length of dream narrative positively correlates with length of dream;
- dream content matches direction of eye movement.

1 mark partial, 2 marks expansion.

(b) Give *one* reason why the conclusions of the study might not generalise. [2]

Most likely:
- dreams are not always reported from REM sleep and dreams are reported from NREM;
- people who say they are frequent dreamers still do not report a dream on every awakening;
- may be difference between sleeping in a laboratory and sleeping at home;
- may be difference when not controlled for alcohol and caffeine;

1 mark partial description, 2 marks expansion.

3 In the study by Sperry (split-brain) patients had problems with material presented to their right visual field.

(a) Give *one* example of these problems. [2]

Most likely:
- participants were unable to select what they had seen with their left hand from a variety of objects;
- participants were unable to draw what they had seen with their left hand.

1 mark partial description of problem, 2 marks expansion.

(b) Suggest *one* way in which patients could overcome these problems in everyday life. [2]

Most likely:
- patients able to view objects with both visual fields/eyes;
- can communicate through speech.

1 mark partial suggestion, 2 marks expansion.

© UCLES 2009

www.dynamicpapers.com

4 The study by Hraba and Grant on doll choice found evidence of ethnocentric bias, one feature of which is to overestimate the worth of people in the same group.

(a) Outline *one* way in which the white children were ethnocentric. [2]

Most likely answers:
- the white children stated that the white doll was a nice doll;
- the white children stated that the black doll was a bad doll;
- the white children stated that the white doll was best to play with.

1 mark partial description, 2 marks expansion.

(b) Suggest *one* problem that psychologists face when they study ethnocentric bias. [2]

Most likely answers:
- participants may give socially desirable responses; demand characteristics;
- participants may choose opposite so not appear ethnocentric, etc.;
- participants may have forced choice; choosing one may not be rejection of other;
- task may be artificial and different from real world situations/circumstances.

1 mark partial description, 2 marks expansion.

5 The study by Thigpen and Cleckley (multiple personality disorder) used a number of psychometric tests.

(a) Identify *one* psychometric test that was used in this study and say what was found. [2]

Most likely:
- IQ test. Eve White 110; Eve Black 104 (White higher than Black)

1 mark test and 1 mark finding
NB Rorschach not psychometric; EEG test not psychometric.

(b) Describe *one* weakness of psychometric tests in this study. [2]

Most likely:
- 'In this study' crucial: One Eve may complete test and other Eve deliberately perform better/worse;
- does an IQ test result help determine MPD?

1 mark partial, 2 marks explanation.

© UCLES 2009

www.dynamicpapers.com

Section B

6 Psychologists often want to make statements about how most people behave or experience the world. These statements are called generalisations.

Named studies:
Raine, Buchsbaum and LaCasse (brain scans)
Baron-Cohen, Leslie and Frith (autism)
Gardner & Gardner (Project Washoe)
Loftus and Palmer (eyewitness testimony)

(a) Describe a generalisation that we can make from each of these studies. [10]

Emphasis on study. Answers must focus specifically on study. Only one comment from each study required.

Most likely answers (any appropriate answer receives credit):
Raine: brain scans of murderers have differences from non-murderers.
Baron-Cohen: theory of mind is not related to age; theory of mind not related to intelligence.
Gardner: chimpanzees can learn sign language; chimpanzees communicate but do not have language.
Loftus: leading questions may bias the responses of an eyewitness.
NB: must be a generalisation and not just a finding. Finding could be used to elaborate.

For each study	
No answer or incorrect answer	0
Identification of point (e.g. a sentence) relevant to question but unrelated to study OR comment from study but unrelated to question.	1
Brief description of point relevant to question but with no analysis (comment with no comprehension).	2
Description of point relevant to question with analysis (comment with comprehension).	3
max mark	10

(b) What problems may psychologists have when they make generalisations? [10]

Emphasis on problem. Answers to be supported with examples from any combination of studies.

Most likely answers (any appropriate answer receives credit):
Problem: making a generalisation can be incorrect; may be ethnocentric.
Problem: making a generalisation that is based on laboratory experiments.
Problem: making a generalisation that is based on a restricted sample.
Problem: any generalisation does not apply to all people all the time.

For each problem up to a maximum of FOUR problems	
No answer or incorrect answer.	0
Identification of problem relevant to question with NO supporting example from studies.	1
Description of problem related to generalisations.	2
Description of problem **with** supporting example from studies applied effectively.	3
max mark	10

© UCLES 2009

www.dynamicpapers.com

(c) Is it important for psychologists to make generalisations? Give reasons for your answer. [10]

Emphasis on comment. Answers supported with named (or other) studies/evidence.

No answer or incorrect answer.	0
One or two general statements which may be inaccurate, incomplete or muddled.	1–2
a. One or two general comments which are focused on question but are basic and lacking in detail. b. Comments have sparse explanation or supporting statements and are lacking in detail and understanding. c. There may be no supporting psychological evidence for three marks or vague reference for four marks. d. There may be no arguments or evaluation for three marks or for four marks arguments are superficial and evaluation is sparse or generalised.	3–4
a. A number of points are made each of which is focused on question and is generally accurate. b. Points have some explanation and/or supporting comment. There is reasonable detail and understanding. Explanation may not be consistent. c. Psychological evidence is referred to occasionally but it is not developed. d. There may be one or two arguments (or more but which are superficial) and evaluative comments may be basic or generalised and lack coherence. There may be an imbalance in arguments presented. OR as 7–8 marks but with only 2 points.	5–6
a. A range of different points (best four) is made each of which is focused on question and is accurate. b. Detailed and clear explanation with understanding good throughout. c. Effective psychological evidence is frequent. d. Each point has some argument and evaluative comment. However, there is a lack of consistent argument. There may be an imbalance in arguments presented.	7–8
a. A range of different points (best four) is made each of which is focused on question and is accurate. b. Detailed answer where clarity of explanation is very good throughout and understanding extends beyond specific studies. c. Psychological evidence is used effectively throughout the answer. d. There is a consistent argument, evaluative comments are well considered and there is a balance of arguments. There may well be a consideration of the implications and effects.	9–10
max mark	10

© UCLES 2009

www.dynamicpapers.com

7 A number of studies in psychology take a developmental approach which looks at human behaviour and experience and attempts to describe how thoughts, feelings and behaviour develop.

Named studies:
Samuel and Bryant (conservation)
Bandura, Ross and Ross (aggression)
Hodges and Tizard (social relationships)
Freud (little Hans)

(a) Describe what each study tells us about development. [10]

Emphasis on study. Answers must focus specifically on study. Only one comment from each study required.

Indicative content: most likely answers (any appropriate answer receives credit):
Samuel & Bryant: conservation (and all aspects) improves with age.
Bandura: children learn from adult models, observed behaviour may well be copied.
Hodges and Tizard: early institutionalisation has effects later in life.
Freud: boys progress through the Oedipus complex.

For each study	
No answer or incorrect answer	0
Identification of point (e.g. a sentence) relevant to question but unrelated to study OR comment from study but unrelated to question.	1
Brief description of point relevant to question but with no analysis (comment with no comprehension).	2
Description of point relevant to question with analysis (comment with comprehension).	3
max mark	10

(b) What problems may psychologists have when they study development? [10]

Emphasis on problem. Answers to be supported with examples from any combination of studies.

Most likely answers: (any appropriate answer receives credit):
Problem: children are children and not adults – we can't generalise from their behaviour. We should not assume that what they do as children will be what they do as an adult.
Problem: children cannot communicate their thoughts and feelings clearly. They may become confused and may misinterpret what is required. E.g. asking only one question
Problem: may be problems of interpretation. Experimenters may also misinterpret what a child intends. E.g. Hans' father and/or Freud.
Problem: children cannot give informed consent. They may well be studied even though they do not wish to be. They will also not understand that they have the right to withdraw. E.g. Bandura
Problem: studies on development take time – one way to study development over time is to do a longitudinal study but this takes time or snapshot studies are done comparing one child with another and the children may be different.

For each problem up to a maximum of FOUR problems	
No answer or incorrect answer.	0
Identification of problem relevant to question with NO supporting example from studies.	1
Description of problem related to studying development.	2
Description of problem **with** supporting example from studies applied effectively.	3
max mark	10

© UCLES 2009

www.dynamicpapers.com

(c) Why do psychologists study development? Give reasons for your answer. [10]

Emphasis on comment. Answers supported with named (or other) studies/evidence.

No answer or incorrect answer.	0
One or two general statements which may be inaccurate, incomplete or muddled.	1–2
a. One or two general comments which are focused on question but are basic and lacking in detail. b. Comments have sparse explanation or supporting statements and are lacking in detail and understanding. c. There may be no supporting psychological evidence for three marks or vague reference for four marks. d. There may be no arguments or evaluation for three marks or for four marks arguments are superficial and evaluation is sparse or generalised.	3–4
a. A number of points are made each of which is focused on question and is generally accurate. b. Points have some explanation and/or supporting comment. There is reasonable detail and understanding. Explanation may not be consistent. c. Psychological evidence is referred to occasionally but it is not developed. d. There may be one or two arguments (or more but which are superficial) and evaluative comments may be basic or generalised and lack coherence. There may be an imbalance in arguments presented. OR as 7–8 marks but with only 2 points.	5–6
a. A range of different points (best four) is made each of which is focused on question and is accurate. b. Detailed and clear explanation with understanding good throughout. c. Effective psychological evidence is frequent. d. Each point has some argument and evaluative comment. However, there is a lack of consistent argument. There may be an imbalance in arguments presented.	7–8
a. A range of different points (best four) is made each of which is focused on question and is accurate. b. Detailed answer where clarity of explanation is very good throughout and understanding extends beyond specific studies. c. Psychological evidence is used effectively throughout the answer. d. There is a consistent argument, evaluative comments are well considered and there is a balance of arguments. There may well be a consideration of the implications and effects.	9–10
max mark	10

© UCLES 2009

www.dynamicpapers.com

8 Some psychologists believe that the environment or situation we are in determines our behaviour. Other psychologists argue that our personality determines our behaviour.

Named studies:
Schachter and Singer (emotion)
Rosenhan (sane in insane places)
Piliavin, Rodin and Piliavin (subway Samaritans)
Haney, Banks and Zimbardo (prison simulation)

(a) Describe what each study tells us about how situations affect behaviour. [10]

Emphasis on study. Answers must focus specifically on study. Only one comment from each study required.

Indicative content: most likely answers (any appropriate answer receives credit):
Schachter: participant behaviour (in epi mis and epi ign) echoes that of stooge.
Rosenhan: normal people faking symptoms & phoning for appointment led to type two errors in psychiatrists. Psychiartists/nurses perceive those in mental institution to be unimportant – ignore rather than stop and chat. Even verbal and physical abuse.
Piliavin: seeing 'victim' be drunk or ill face-to-face led to many more people helping than did so in lab (no diffusion of responsibility here).
Haney: guards adopted pathology of power; prisoners adopted pathological prisoner syndrome. Haney believes in situation rejecting dispositional hypothesis.

For each study	
No answer or incorrect answer	0
Identification of point (e.g. a sentence) relevant to question but unrelated to study OR comment from study but unrelated to question.	1
Brief description of point relevant to question but with no analysis (comment with no comprehension).	2
Description of point relevant to question with analysis (comment with comprehension).	3
max mark	10

(b) What problems may psychologists have when they study the effect of situations on behaviour? [10]

Emphasis on problem. Answers to be supported with examples from any combination of studies.

Most likely answers (any appropriate answer receives credit):
Problem: can exonerate behaviour/let people off the hook; people may stop taking responsibility for their behaviour and become externalisers.
Problem: if explore power of a situation participants may be exposed to distressing or harmful situations.
Problem: can be difficult to separate effects of situation from disposition of participant.
Problem: how can situations be investigated? If in lab lowers ecological validity. If natural setting how can situation be controlled?

For each problem up to a maximum of FOUR problems	
No answer or incorrect answer.	0
Identification of problem relevant to question with NO supporting example from studies.	1
Description of problem related to studying the effect of situations on behaviour.	2
Description of problem **with** supporting example from studies applied effectively.	3
max mark	10

© UCLES 2009

www.dynamicpapers.com

(c) Which has the greater influence on behaviour: personality or situation? Give reasons for your answer.

Emphasis on comment. Answers supported with named (or other) studies/evidence.

No answer or incorrect answer.	0
One or two general statements which may be inaccurate, incomplete or muddled.	1–2
a. One or two general comments which are focused on question but are basic and lacking in detail. b. Comments have sparse explanation or supporting statements and are lacking in detail and understanding. c. There may be no supporting psychological evidence for three marks or vague reference for four marks. d. There may be no arguments or evaluation for three marks or for four marks arguments are superficial and evaluation is sparse or generalised.	3–4
a. A number of points are made each of which is focused on question and is generally accurate. b. Points have some explanation and/or supporting comment. There is reasonable detail and understanding. Explanation may not be consistent. c. Psychological evidence is referred to occasionally but it is not developed. d. There may be one or two arguments (or more but which are superficial) and evaluative comments may be basic or generalised and lack coherence. There may be an imbalance in arguments presented. OR as 7–8 marks but with only 2 points.	5–6
a. A range of different points (best four) is made each of which is focused on question and is accurate. b. Detailed and clear explanation with understanding good throughout. c. Effective psychological evidence is frequent. d. Each point has some argument and evaluative comment. However, there is a lack of consistent argument. There may be an imbalance in arguments presented.	7–8
a. A range of different points (best four) is made each of which is focused on question and is accurate. b. Detailed answer where clarity of explanation is very good throughout and understanding extends beyond specific studies. c. Psychological evidence is used effectively throughout the answer. d. There is a consistent argument, evaluative comments are well considered and there is a balance of arguments. There may well be a consideration of the implications and effects.	9–10
max mark	10

© UCLES 2009