

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

GCE Advanced Subsidiary and Advanced Level

**MARK SCHEME for the November 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 November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

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

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 2	50	40	37	21

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.

November 2004

**GCE AS/A LEVEL**

MARK SCHEME
MAXIMUM MARK: 50
SYLLABUS/COMPONENT: 9698/02 PSYCHOLOGY Core Studies 2

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### Section A

Question	Description	Mark	Max
1a	The verb <i>smashed</i> elicited the highest estimations of speed followed by the other verbs with <i>hit</i> eliciting the lowest estimations of speed. 2 marks for detailed answer with reference to specific verbs.	2	
1b	Hard to measure, cannot see cognitive processes, ethnocentric measurement, ecological validity, with description. 2 marks.	1+1	4
2a	They were suffering from epilepsy (1 mark), splitting the brain helped to contain the epilepsy in one hemisphere (2 marks).	1+1	
2b	Epilepsy may have changed the participant's brain structure making it different from people without epilepsy. The function of each hemisphere may adapt after being split and may not resemble 'normal' brain functioning. 2 marks for a detailed answer.	2	4
3	Reasons include; the horse resembled his father, projection of his dislike for his father onto a safer object, unresolved conflict, phallic symbol for his father.	2 + 2	4
4a	Reference to either psychological or physiological harm e.g. stress from injection, stress from symptoms of adrenaline especially ignorant and misinformed conditions, deception. 2 marks for explanation.	2	
4b	To avoid demand characteristics and obtain valid results. 2 marks for detailed explanation.	2	4
5	Cannot generalise from one person, no one to compare with, ethics, too much involvement. Any 2 examples 2 marks for each with explanation.	2+2	4

### Partial/full answer

0 marks	No answer <b>or</b> incorrect answer.
1 mark	Partially correct answer <b>or</b> 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**

Question	Description	Mark
6a	<p><b>What do these studies tell us about how behaviour is influenced by other people?</b></p> <p><b>Hodges and Tizard (relationships)</b>  <b>Piliavin, Rodin and Piliavin (subway Samaritan)</b>  <b>Hraba and Grant (racial identity)</b>  <b>Milgram (obedience)</b></p>	
	<p><i>Emphasis on study. Answers must be related to named studies. One point from each study.</i></p> <p><b>Indicative content:</b> Hodges and Tizard – the importance of a stable caregiver in the early years and of forming attachments on the quality of our relationships in later life. Piliavin – the characteristics of the victim affects our willingness to help in an emergency, the study does not show diffusion of responsibility or definite effects of seeing others help. Hraba and Grant –the attitudes of others e.g. society can affect the way we feel about ourselves. Milgram – we show favouritism to people who we perceive to be in our group and discriminate against people in the out group.</p>	
	<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 how behaviour is influenced by other people.	<b>1</b>
	Description of point about how behaviour is influenced by other people from study (comment without comprehension).	<b>2</b>
	As above but with analysis (comment with comprehension) about how behaviour is influenced by other people.	<b>3</b>
	<b>Max mark</b>	<b>10</b>
6b	<p><b>What problems may psychologists have when they study how behaviour is influenced by other people?</b></p>	
	<p><i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.</i></p> <p><b>Indicative content:</b> ecological validity, demand characteristics, ethics, valid measurements, sample size, ethnocentric bias etc.</p>	
	<b>For each point up to a maximum of FOUR points</b>	
	Problem with study itself NOT related to how behaviour is influenced by other people.	<b>0</b>
	Identification of problem related to how behaviour is influenced by other people.	<b>1</b>
	Description of problem related to how behaviour is influenced by other people.	<b>2</b>
	Description of problem related to how behaviour is influenced by other people and applied effectively to study.	<b>3</b>
	<b>Max mark</b>	<b>10</b>

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Question	Description	Mark
<b>6c</b>	<b>To what extent do Social approaches in psychology explain all behaviour and experience? 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>
<b>7a</b>	<b>Outline how these studies contribute to the nature/nurture debate.</b> <b>Deregowski (perception)</b> <b>Bandura, Ross and Ross (aggression)</b> <b>Gardner and Gardner (Project Washoe)</b> <b>Samuel and Bryant (conservation)</b>	
	<i>Emphasis on study. Answers must be related to named studies. One point from each study.</i>	
	<b>Indicative content:</b> Deregowski – suggests perceptual skills are innate but shaped through the environment. Bandura – suggests aggression is nurture i.e. transmitted through imitation but also suggests boys maybe innately more aggressive than girls. Gardner and Gardner – suggest the majority of language features are innate only in humans although Washoe learnt some features of language. Samuel and Bryant – suggest conservation is learnt as we develop although this development may be an innate feature.	
	<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 nature/nurture debate.	<b>1</b>
	Description of point about the nature/nurture debate (comment without comprehension).	<b>2</b>
	As above but with analysis (comment with comprehension) about the nature/nurture debate.	<b>3</b>
	<b>Max mark</b>	<b>10</b>

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Question	Description	Mark
<b>Q7b</b>	<b>What problems may psychologists have when they investigate the nature/nurture debate?</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> difficult to measure effect of experience before investigation, problems with using animals including ethics, language barriers, ethnocentric bias in cross-cultural studies, other ethical issues etc.	
	<b>For each point up to a maximum of FOUR points</b>	
	Problem with study itself NOT related to investigating the nature/nurture debate.	<b>0</b>
	Identification of problem related to investigating the nature/nurture debate.	<b>1</b>
	Description of problem related to investigating the nature/nurture debate.	<b>2</b>
	Description of problem related to investigating the nature/nurture debate and applied effectively to study.	<b>3</b>
	<b>Max mark</b>	<b>10</b>
<b>7c</b>	<b>How can findings about whether processes are learnt or innate be used in everyday life?</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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Question	Description	Mark
8a	<p><b>To what extent does each of these studies have ecological validity?</b>  <b>Tajfel (intergroup categorisation)</b>  <b>Dement and Kleitman (dreaming)</b>  <b>Haney, Banks and Zimbardo (prison simulation)</b>  <b>Rosenhan (sane in insane places)</b></p>	
	<p><i>Emphasis on study. Answers must be related to named studies.  One point from each study.</i></p> <p><b>Indicative content:</b> Milgram – artificial task i.e. giving electric shocks, laboratory based so not an everyday situation but high experimental realism. Dement and Kleitman – do not normally sleep in a laboratory, woken by bells during night may disturb sleep patterns. Zimbardo – prison was not real i.e. in basement of university, uniforms were very unrealistic but high experimental realism. Rosenhan – high ecological validity – real settings/procedures.</p>	
	<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 ecological validity.	<b>1</b>
	Description of point about ecological validity (comment without comprehension).	<b>2</b>
	As above but with analysis (comment with comprehension) about ecological validity.	<b>3</b>
	<b>Max mark</b>	<b>10</b>
8b	<p><b>What problems may psychologists have when they try to achieve ecological validity?</b></p>	
	<p><i>Emphasis on problem. Answers supported with named (or other) studies.  Each problem does not need a different study; can use same study.</i></p> <p><b>Indicative content:</b> less control over extraneous variables in field experiments, ethics e.g. deception, debriefing, and consent, low experimental realism, low mundane realism, demand characteristics etc.</p>	
	<b>For each point up to a maximum of FOUR points</b>	
	Problem with study itself NOT related to ecological validity.	
	Problem with study itself NOT related to ecological validity.	<b>0</b>
	Identification of problem related to ecological validity.	<b>1</b>
	Description of problem related to ecological validity.	<b>2</b>
	Description of problem related to ecological validity and applied effectively to study.	<b>3</b>
	<b>Max mark</b>	<b>10</b>



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Question	Description	Mark
8c	<b>To what extent is it possible to achieve ecological validity and a high level of control? 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>
	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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