#### **UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Subsidiary and Advanced Level** 

MARK SCHEME for the June 2005 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 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

www.PapaCambridge.com

www.PapaCambridge.com

**Grade thresholds** for Syllabus 9698 (Psychology) in the June 2005 examination.

	maximum	minimum mark required for grade:			
	mark available	A	В	E	
Component 2	50	40	34	20	

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.PapaCambridge.com

**June 2005** 

# **GCE AS/A LEVEL**

# MARK SCHEME

**MAXIMUM MARK: 50** 

SYLLABUS/COMPONENT: 9698/02

**PSYCHOLOGY** 

Core Studies 2

Page 1	Mark Scheme	Syllabus	١
	AS/A LEVEL – June 2005	9698	

### Section A

Page 1	Mark Scheme Syl	abus	·A
	AS/A LEVEL – June 2005 9	698	1 %
ection A		abus 698 Mark 2	
Question	Description	Mark	Max
1(a)	Controls include: victims collapsed in same way, observers unobtrusive, same train journey, and any other relevant control used in study. Reference to IV's = 1 mark.		
(b)	Weaknesses include: less control over variables, little knowledge of the personal history of participants, ethical issues. For full marks answer should relate to studying 'social psychology'.	2	4
2(a)	Positron Emission Tomography (PET scans) 1 mark, with description for 2 marks.	2	
(b)	Useful = to identify murderers before they commit a crime to reduce crime rates. Not useful = the limitations/infancy of technology used, ethics of inaccurate identification.	2	4
3(a)	Mood and physical condition were measured using rating scales, and questions. Description for two marks.  Observation also for two marks.	2	
(b)	Problems include validity, reductionism, lack of detail etc.	2	4
4(a)	To offer suggestions for military placement. To measure native intellectual ability = 1 mark.	2	
(b)	Immigration Restriction Act of 1924, Eugenicists/scientific racism, high positions in the army were held by white Americans. Test bias = 1 mark.	2	4
5(a)	Any from: queuing for lunch which was seen as the 'oral inquisitive nature of the syndrome', writing notes, pacing of the corridors, interpretation of pseudo patients' personal histories.		
(b)	Answer can be specific to Rosenhan study or general. Cultural norms, expectations, situational variables affect perceptions of behaviour. For 2 marks detailed explanation required. Difficult to define = 1 mark.	2	4

#### Partial/full answer

0 marks	No answer <b>or</b> 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					

Page 2	Mark Scheme	Syllabus
	AS/A LEVEL – June 2005	9698

# Section B, Question 6

Page	2	Mark Scheme Syllabus	1		
		AS/A LEVEL – June 2005 9698	Dan		
			O.		
			1		
ion B	, Quest	Mark Scheme  AS/A LEVEL – June 2005  Sion 6  Description e what each study tells us about everyday behaviour and experient Samuel and Bryant (conservation)			
		Description	mark		
) [	Describ	e what each study tells us about everyday behaviour and experie	nce.		
		Milgram (obedience)			
		Tajfel (intergroup discrimination) Sperry (split brain)			
		Sperry (split braill)			
E	Emphas	is on study. Answers must be related to named studies.			
(	One poi	nt from each study.			
		ve Content: Samuel and Bryant – children develop cognitive abilitie			
		stages related to age, also the method used to measure cognitive ski			
		e outcome. <b>Milgram</b> – people respond to figures of authority and are capable of carrying out antisocial behaviour in the name of obec	•		
	•	categorising people can lead to discrimination, there is no need for a			
		ses to create discrimination. <b>Sperry</b> – functioning is literalised in the			
		in patients do not have a problem in everyday life as both sides of the	e brain		
r	eceive i	nformation through both visual fields.			
	For each study up to a maximum of FOLID points				
		Ear agab study up to a maximum of EALD paints			
		For each study up to a maximum of FOUR points			
		n point up to a maximum of four studies.			
1	No ansv	n point up to a maximum of four studies.	0		
\ 	No answ dentifica	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment	0 1		
l f	No answ dentifica rom stu	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.			
I f	No answ dentifica rom stu Descript	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment	1		
I f C V	No answare dentification studentification studentificatio	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience. ion of point about everyday behaviour and experience (comment comprehension).  e but with analysis (comment with comprehension) about everyday	1		
I f	No answare dentification studentification studentificatio	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience. ion of point about everyday behaviour and experience (comment comprehension).  e but with analysis (comment with comprehension) about everyday ur and experience.	2		
I f C V	No answare dentification studentification studentificatio	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience. ion of point about everyday behaviour and experience (comment comprehension).  e but with analysis (comment with comprehension) about everyday	2		
I f	No answ dentifica from stu Descript without of As abov Dehavior	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience. ion of point about everyday behaviour and experience (comment comprehension).  e but with analysis (comment with comprehension) about everyday ur and experience.  Max mark	2		
I f	No answ dentification stu Descript without of As abov behavior	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience. ion of point about everyday behaviour and experience (comment comprehension).  e but with analysis (comment with comprehension) about everyday ur and experience.	2		
	No answ dentification stu Descript without of As abov behavior	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience. ion of point about everyday behaviour and experience (comment comprehension). The but with analysis (comment with comprehension) about everyday four and experience.  Max mark  Toblems might psychologists have in applying the findings from	2		
I f	No answ dentification stu Descript without of As abov Dehavior	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience. ion of point about everyday behaviour and experience (comment comprehension). The but with analysis (comment with comprehension) about everyday four and experience.  Max mark  Toblems might psychologists have in applying the findings from	2		
P	No answer dentification students of the control of	n point up to a maximum of four studies.  Wer or incorrect answer.  Action of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  Ion of point about everyday behaviour and experience (comment comprehension).  Be but with analysis (comment with comprehension) about everyday are and experience.  Max mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  It is on problem. Answers supported with named (or other) studies.  Toblem does not need a different study; can use same study.	2		
	No answed dentification students of the control of	n point up to a maximum of four studies.  Wer or incorrect answer.  Action of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  It ion of point about everyday behaviour and experience (comment comprehension).  It is but with analysis (comment with comprehension) about everyday are and experience.  Max mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  It is on problem. Answers supported with named (or other) studies.  Toblem does not need a different study; can use same study.  We Content: demand characteristics, low mundane realism, low	2		
	No answinder dentification student from stud	n point up to a maximum of four studies.  Wer or incorrect answer.  Action of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  It ion of point about everyday behaviour and experience (comment comprehension).  It is but with analysis (comment with comprehension) about everyday are and experience.  Max mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  It is on problem. Answers supported with named (or other) studies.  Toblem does not need a different study; can use same study.  We Content: demand characteristics, low mundane realism, low cental realism, lack of social support/reference, the experiment as a	2		
	No answinder dentification student from stud	n point up to a maximum of four studies.  Wer or incorrect answer.  Ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  Join of point about everyday behaviour and experience (comment comprehension).  The but with analysis (comment with comprehension) about everyday are and experience.  Max mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?	2		
	No answindentification studentification	in point up to a maximum of four studies.  Wer or incorrect answer.  Action of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  It ion of point about everyday behaviour and experience (comment comprehension).  We but with analysis (comment with comprehension) about everyday are and experience.  Max mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  We Content: demand characteristics, low mundane realism, low cental realism, lack of social support/reference, the experiment as a social situation, pleasing the experimenter, social desirability etc.  For each problem up to a maximum of FOUR points	3 10		
) \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	No answer dentification students of the control of	point up to a maximum of four studies.  Wer or incorrect answer.  Action of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  It ion of point about everyday behaviour and experience (comment comprehension).  We but with analysis (comment with comprehension) about everyday are and experience.  Max mark  What mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  We Content: demand characteristics, low mundane realism, low cental realism, lack of social support/reference, the experiment as a social situation, pleasing the experimenter, social desirability etc.  For each problem up to a maximum of FOUR points  We with study itself NOT related to laboratory research.	2		
) \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	No answer dentification students of the control of	repoint up to a maximum of four studies.  Wer or incorrect answer.  Action of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  Ion of point about everyday behaviour and experience (comment comprehension).  We but with analysis (comment with comprehension) about everyday our and experience.  Max mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  We content: demand characteristics, low mundane realism, low cental realism, lack of social support/reference, the experiment as a social situation, pleasing the experimenter, social desirability etc.  For each problem up to a maximum of FOUR points with study itself NOT related to laboratory research.  Section of difficulty related to application of findings from laboratory	1 2 3 10		
P	No answindentification studentification	repoint up to a maximum of four studies.  Wer or incorrect answer.  Action of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  Ion of point about everyday behaviour and experience (comment comprehension).  We but with analysis (comment with comprehension) about everyday our and experience.  Max mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  We content: demand characteristics, low mundane realism, low cental realism, lack of social support/reference, the experiment as a social situation, pleasing the experimenter, social desirability etc.  For each problem up to a maximum of FOUR points with study itself NOT related to laboratory research.  Section of difficulty related to application of findings from laboratory	1 2 3 10		
) \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	No answindentification studentification studentification without of the control o	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  ion of point about everyday behaviour and experience (comment comprehension).  The but with analysis (comment with comprehension) about everyday are and experience.  Max mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  It is on problem. Answers supported with named (or other) studies. Toblem does not need a different study; can use same study.  Toblem does not need a different study; can use same study.  Toblem does not need a different study; can use same study.  To content: demand characteristics, low mundane realism, low cental realism, lack of social support/reference, the experiment as a social situation, pleasing the experimenter, social desirability etc.  For each problem up to a maximum of FOUR points  To with study itself NOT related to laboratory research.  ation of difficulty related to application of findings from laboratory in.  ion of problem related to application of findings from laboratory in.	1 2 3 10 0 1		
P	No answindentification studentification	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  ion of point about everyday behaviour and experience (comment comprehension).  e but with analysis (comment with comprehension) about everyday are and experience.  Max mark  roblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  is on problem. Answers supported with named (or other) studies. The conducted in the laboratory to everyday life?  is on problem. Answers supported with named (or other) studies. The conducted in the laboratory to everyday life?  The content: demand characteristics, low mundane realism, low ental realism, lack of social support/reference, the experiment as a social situation, pleasing the experimenter, social desirability etc.  For each problem up to a maximum of FOUR points with study itself NOT related to laboratory research.  ation of difficulty related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in of problem related to application of findings from laboratory in the problem related to application of fin	1 2 3 10 0 1		
P	No answindentification studentification	n point up to a maximum of four studies.  ver or incorrect answer.  ation of point relevant to question but not related to study or comment dy but no point about everyday behaviour and experience.  ion of point about everyday behaviour and experience (comment comprehension).  The but with analysis (comment with comprehension) about everyday are and experience.  Max mark  Toblems might psychologists have in applying the findings from the conducted in the laboratory to everyday life?  It is on problem. Answers supported with named (or other) studies. Toblem does not need a different study; can use same study.  Toblem does not need a different study; can use same study.  Toblem does not need a different study; can use same study.  To content: demand characteristics, low mundane realism, low cental realism, lack of social support/reference, the experiment as a social situation, pleasing the experimenter, social desirability etc.  For each problem up to a maximum of FOUR points  To with study itself NOT related to laboratory research.  ation of difficulty related to application of findings from laboratory in.  ion of problem related to application of findings from laboratory in.	1 2 3 10 0 1		

			· V .	
Page 3	Mark Scheme	Syllabus	.vo	
	AS/A LEVEL – June 2005	9698	10.	
-		•	0	

			my	other)
Pag	ge 3	Mark Scheme	Syllabus	8
		AS/A LEVEL – June 2005	9698	200
				CO.
				1/2
(c)		<u>II</u> behaviour and experience be studied outside the reasons for your suggestions.	laboratory?	
	Empha	asis on point. Answers supported with names/s/evidence.	ned study (or	other)
	One o	or two general statements which may be inaccurate ed.	e, incomplete o	r <b>1-2</b>
	basic, there r	ral statements are made which are focused on the clacking in detail and have no supporting evidence. may be general statements with anecdotal evidence or porting psychological evidence.	For four mark	S
	genera there i	mber of points are made which are focused on qually accurate. There is some supporting psychologic is little detail and no attempt to justify the points OR atthe the country two points.	cal evidence bu	t
	accura justify	points (best four) are made which are focused on the cate. There is supporting psychological evidence wit the points. There is increased detail but the range and there may be an imbalance OR as for 9-10 mark.	h an attempt to of arguments is	o s
	unders eviden and re	ge of different points (best four) is made which are accestanding. Each point has appropriate supporting nce. The arguments are well expressed, well considered flect understanding which extends beyond specific studes a consideration of the implications and effects.	g psychologica ed, are balanced	ıl ,
		a telesiasianon or allo improduorio and offolio.	Max marl	<b>&lt;</b> 10

Page 4	Mark Scheme	Syllabus	,
	AS/A LEVEL – June 2005	9698	0

# Section B, Question 7

	M I O I	1
Pa	ge 4 Mark Scheme Syllabus	de la
	AS/A LEVEL – June 2005 9698	JOC.
		di
Sectio	n B, Question 7	
	Description	mark ed.
7(a)	Describe how the behaviour and experience in each study was measure	ed.
	Haney, Banks and Zimbardo (prison simulation)	
	Trouges and rizard (Goolai Relationships)	
	Freud (little Hans)	
	Dement and Kleitman (Sleep and Dreaming)	
	Emphasis on study. Answers must be related to named studies.	
	One point from each study	
	Indicative Content: Haney, Banks and Zimbardo - the reactions of the p	risoners
	and guards was observed and self-reports were carried out. Hodges and	
	the quality of social relationships was measured through interviews, psycl	
	tests and self reports, on participants, teachers and parents. Freud – little	
	phobia/Oedipus complex was measured using interviews and psychoanalysis	
	analysis. <b>Dement and Kleitman</b> – the relationship between dreams and R measured using EEG machine and self reports.	LIVI Was
	modeling LEO machine and son reports.	
	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 commen	t <b>1</b>
	from study but no point about measurement.  Description of point about measurement (comment without comprehension).	2
	As above but with analysis (comment with comprehension or extra detail	
	about measurement.	′
	Max mark	<b>10</b>
<i>(</i> 1 )	NAME of Control of Con	
(b)	What problems may psychologists have when trying to measure behaviour and experience in a valid way?	*
	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, social desirability effect, bias	,
	ethnocentrism, low ecological validity.	
	For each point up to a maximum of FOUR points	
	Problem with study itself NOT related to validity of measurement.	0
	Identification of problem related to validity of measurement.	1
	Description of problem related to validity of measurement.	2
	Description of problem related to validity of measurement and applied	3
	effectively to study.	
	Max mark	10
(c)	Is it possible to measure psychological variables in a valid way?	
(3)	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 o	r <b>1-2</b>
	I muaaled.	
	muddled.  General statements are made which are focused on the question but are	3-4
		_
	General statements are made which are focused on the question but are	3

Page 5	Mark Scheme	Syllabus	3
	AS/A LEVEL – June 2005	9698	100
			A.C.
gener there	nber of points are made which are focused on cally accurate. There is some supporting psychologis little detail and no attempt to justify the points OR the only two points.	question and are ical evidence but as for 7-8 marks	
Four paccuratify	points (best four) are made which are focused on the ate. There is supporting psychological evidence we the points. There is increased detail but the range and there may be an imbalance OR as for 9-10 mar	ith an attempt to e of arguments is	
A rangunder evider and re	ge of different points (best four) is made which are actanding. Each point has appropriate supportince. The arguments are well expressed, well considerated understanding which extends beyond specific stops a consideration of the implications and effects.	ng psychological ed, are balanced,	

Max mark

10

		-		
Page 6	Mark Scheme	Syllabus	.O	1
	AS/A LEVEL – June 2005	9698	No.	2

# **Section B, Question 8**

Page 6		Mark Scheme		bus	3
		AS/A LEVEL – June 2005	96	98	200
tion	B, Ques				Dana Cal
		Description			mark
(a)	Descri	Loftus and Palmer (eyewitness testimony) Deregowski (perception) Baron-Cohen, Leslie and Frith (autism) Gardner and Gardner (Project Washoe)	<u>rocesses.</u>		
	One point indicate EWT is product not a ulack of beings;	asis on study. Answers must be related to named bint from each study tive Content: Loftus and Palmer – memory is therefore not reliable or worthy of use in court. It of nurture rather than nature as there are culture universal language. Baron-Cohen – autism is a fitheory of mind, Gardner and Gardner – lare; although Washoe was able to learn several work not use language in the same way as humans do.	is not reli Deregows ral variation specific conguage is rds and sin	<b>ki</b> – perce ns and pic gnitive de specific to	ption is a tures are ficit i.e. a o humar
		For each point up to a maximum of F	OUR poir	its	
	For eac	ch point up to a maximum of four studies.			
	No answer or incorrect answer.				
	from st	cation of point relevant to question but not related cudy but no point about cognitive processes. ption of point about cognitive processes			
	compre	ehension).  ove but with analysis (comment with compreher			
	process	- `	131011) 400	at cognitiv	
				Max mar	k 10
(b)	proces				
	Each p	rement, demand characteristics, ethnocentric bia	same stud ethods, s, etc.	y.	s. of
	For each point up to a maximum of FOUR points				
		m with study itself NOT related to studying cognit		ses	0
		cation of problem related to studying cognitive pro			2
	Descrip	ption of problem related to studying cognitive proception of problem related to studying cognitive processy to study.		and applie	
	effectiv	rely to study.			

			~
Page 7	Mark Scheme	Syllabus	.0
	AS/A LEVEL – June 2005	9698	100
			90

Pag	ge 7	Mark Scheme	Syllabus		
		AS/A LEVEL – June 2005	Syllabus 9698 nitive processes reasons for your study (or other)	SCan,	
;)	To what extent do you agree with the statement 'cognitive proces are all we need to know to understand people'. Give reasons for yanswer.				
	Emphasis on point. Answers supported with named study (or other) studies/evidence.				
		or two general statements, which may be inaccura	te, incomplete or	1-2	
	General basic, there r	ral statements are made which are focused on the lacking in detail and have no supporting evidence. may be general statements with anecdotal evidence oporting psychological evidence.	For four marks	3-4	
	genera there i	mber of points are made which are focused on cally accurate. There is some supporting psycholog is little detail and no attempt to justify the points OR th only two points.	ical evidence but	5-6	
	accura justify	points (best four) are made which are focused on the late. There is supporting psychological evidence we the points. There is increased detail but the range and there may be an imbalance OR as for 9-10 mars.	ith an attempt to e of arguments is	7-8	
	unders eviden and re	ge of different points (best four) is made which are active standing. Each point has appropriate supportinge. The arguments are well expressed, well consider effect understanding which extends beyond specific study a consideration of the implications and effects.	ng psychological red, are balanced,	9-10	
	WOII DO	e a solicidoration of the implications and enote.	Max mark	10	