

## MARK SCHEME for the October/November 2006 question paper

### **9698 PSYCHOLOGY**

**9698/01**

Paper 1 (Core Studies 1), maximum raw mark 100

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

- 1 All studies in psychology raise ethical issues. Outline two ethical issues in the study by Loftus and Palmer (eyewitness testimony).**
- Most likely answers: confidentiality, deception, harm, right to withdraw, debriefing. Issues do not have to be broken. 2+2  
1 mark partial, 2 marks full. [4]
- 2 From the study by Deregowski on perception:**
- (a) Define the term 'depth cue'.**
- Environmental information which is used by our perceptual processes to allow us to perceive depth. Alternative also acceptable: 2 dimensional effects that allow us to perceive 3 dimensions in pictures. 2  
1 mark partial, 2 marks full.
- (b) Identify two depth cues that were used in Hudson's picture of the hunter, antelope and elephant.**
1. height in plane 1+1  
2. relative or familiar size  
3. superimposition or overlap  
1 mark for correct identification. [4]
- 3 Briefly describe the Sally-Anne test that was used in the study on autism by Baron-Cohen, Leslie and Frith.**
- 2 dolls: Sally and Anne, a box, basket and a marble.  
Sally puts marble in basket. Sally leaves room. Anne takes marble from basket and puts in box.  
Sally returns. Where does she look for marble.  
0-4 marks for increasingly correct answer. [4]
- 4 The study by Bandura, Ross and Ross on the imitation of aggression used a number of experimental controls. Describe how two variables were controlled.**
- Most likely answer: children matched for levels of aggression; room same; items on table same; model has 10 mins; model does same behaviours in same order; etc. 2+2  
1 mark identification of control, 2 marks description. [4]
- 5 From the study by Freud, give two pieces of evidence that suggest that little Hans was in the Oedipus Complex.**
- Most likely: Oedipus complex part of phallic stage so 1. Hans plays with his widdler; 2. Hans wants other people to see his widdler/wants to see other peoples' widdler. Oedipus: giraffe episode; phobia of horses. 2+2  
1 mark partial, 2 marks full. [4]
- 6 From the study by Schachter and Singer on emotion:**
- (a) Outline one way in which the self report method was used.**
- Self report on two main scales: mood and physical condition. 2  
1 mark partial, 2 marks full.
- (b) Outline one way in which the observation method was used.**
- Observation through a one-way mirror. 4 categories: 1. joins in; 2. initiates new activity; 3. ignores stooge; 4. watches stooge. 88% agreement. 2  
1 mark partial, 2 marks full. [4]

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**7 From the study by Dement and Kleitman on sleep and dreaming:**

**(a) Identify two features of REM sleep.**

Most likely: 1. eyes move rapidly (EOG); 2. body relatively inactive (EMG); 3. increased EEG activity; 4. dream more likely. 1+1  
1 mark for naming feature.

**(b) Give one difference between REM sleep and NREM sleep.**

Most likely: 1. REM = dream more likely; NREM dream less likely. 2. REM eyes move rapidly NREM eyes still; 3. REM body inactive NREM body active; 4. REM EEG active NREM relatively inactive. [4]

**8 In the study by Sperry:**

**(a) What is meant by the term 'split brain'?**

Where the two hemispheres of the brain are surgically divided by cutting the commissural fibres. 2  
1 mark partial, 2 marks full.

**(b) Give one problem with making generalisations about normal brain activity from a study of people with split brains.**

Most likely answer: 1. people having a split brain are not typical/normal. Epilepsy may affect other processes. [4]

**9 The study by Raine, Buchsbaum and LaCasse uses a PET scan:**

**(a) Outline the PET scan procedure.**

FDG (fluorodeoxyglucose) tracer injected, continuous performance task done for 32 mins. 2  
Scan taken (CPT done before injection to reduce novelty).

**(b) Identify one scanning technique used to identify brain regions.**

The two scanning techniques are the cortical peel technique (for lateral areas) and the box technique (for medial areas). Descriptions of these techniques are not required. 1+1  
1 mark for identification of each. [4]

**10 Describe two features of the experiment by Milgram that may explain the high levels of obedience.**

Most likely from a long list including: 2+2  
1. Done at Yale University; 2. expt has a worthy purpose – learning and memory; 3. participant has volunteered; 4. participant feels obliged; 5. participant is paid; 6. teacher-learner random so both had equal chance; 7. participants told 'painful but not dangerous'; 8. the 'prods'.  
1 mark partial, 2 marks full. [4]

**11 In the prison simulation study by Haney, Banks and Zimbardo:**

**(a) What was the dispositional hypothesis that was proposed?**

The dispositional (within people) hypothesis is 'the deplorable condition of our penal system (and its dehumanising effects upon prisoners and guards) owing to the nature of the people who administrate it or the nature of the people who populate it, or both. Guards are sadistic, uneducated and insensitive. Nothing is wrong with the prison itself (situational attribution). 2

**(b) To what extent did the results of the study support the dispositional hypothesis?**

Most likely: no, dispositional not supported. 'Normal' participants behaved as they did because of the **situation** they were in. 2  
1 mark partial, 2 marks full for each

- 12 Piliavin, Rodin and Piliavin tested the 'diffusion of responsibility' hypothesis in their subway Samaritans study.
- (a) To what extent did the findings of the study support the 'diffusion of responsibility' hypothesis?
- Most likely: finding did not support the hypothesis as there was no diffusion of responsibility. 2
- (b) Suggest one explanation for the findings of the study.
- Most likely: 1. no diffusion of responsibility as participants were face-to-face with victim. 2. participants made cost/benefit decision. 2 [4]
- 13 In the study by Gould on intelligence testing:
- (a) What is meant by the term 'moron'?
- Person with a mental age of 8-12 years. 1 mark if IQ = 12, or 'low intelligence'. 2  
1 mark partial, 2 marks full
- (b) Gould's article is called 'A Nation of Morons'. Who was Gould referring to and why?
- Yerkes concluded that the white Americans were morons! From all the results, their MA was found to be 13 (just above moronity). BUT this is fine as all other groups were lower. 2  
1 mark partial, 2 marks full. [4]
- 14 The study by Hraba and Grant in 1969 on doll choice was a replication of a study carried out by Clark and Clark in 1939.
- (a) Identify two features that were the same.
- Most likely: both done in Lincoln, Nebraska, dolls were same (four: two white, two black); all 8 questions same; participants were aged 4-8 years. 1+1  
1 mark for each correct identification.
- (b) Identify two features that were different.
- Most likely: different children; different society; more pride in own race. 1+1  
1 mark for each correct identification. [4]
- 15 In the study by Rosenhan (sane in insane places):
- (a) Briefly describe the pseudopatients.
- Most likely 8 people, three women, five men. Range of occupations. 2  
1 mark for each feature.
- (b) How did the pseudo-patients gain access to the mental institutions?
- Most likely: phoned hospital for appointment; claimed hearing voices. Voices: empty, hollow and thud. 2  
1 mark partial, 2 marks full. [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 16

16 (a) One way of carrying out research in psychology is to use the experimental method.

- Loftus and Palmer (eyewitness testimony)
- Tajfel (intergroup discrimination)
- Samuel and Bryant (conservation)

Outline the main findings of your chosen study.

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 selection of findings.	7-10
	max mark 10

(b) Describe the procedure of your chosen study explaining how the experimental method was used.

No answer or incorrect answer.	0
Anecdotal description of case study, brief detail, minimal focus.	1-3
Appropriate aspect identified, description shows some understanding. Some detail and expansion of case study.	4-6
Appropriate aspect identified.	7-10
Description is clear, has good understanding, is focused and well expressed. Good detail, each aspect explained fully.	
	max mark 10

(c) Using your chosen study as an example, what are the strengths and weaknesses of the experimental method?

No answer or incorrect answer.	0
Anecdotal description, brief detail, minimal focus. Very limited range. Description may be inaccurate, incomplete or muddled.	1-3
Strengths or weaknesses only which are focused on question. For 4 marks as for 6-7 mark band. For 5 marks as for 8-10 mark band.	4-5
Several strengths and weaknesses which are focused on question. Description is good with reasonable understanding. Some detail and expansion of key features.	6-7
Balance of strengths and weaknesses which are focused on question. Description is detailed with good understanding and clear expression. The arguments are well considered and reflect understanding which extends beyond the specific study.	8-10
	max mark 10

(d) Suggest an alternative way of gathering data for your chosen study and say what effect, if any, this would have on the results.

No answer or incorrect answer.	0
Anecdotal suggestion, brief detail, minimal reference to question. Description may be inaccurate, incomplete or muddled.	1-3
Some appropriate suggestions which are focused on question. Description shows some understanding. Some detail and expansion of aspects, with consideration of effect on results. Max 6 marks if there is no mention of 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 if appropriate.	7-10
	max mark 10

Section B Question 17

- 17 (a) **Psychologists sometimes carry out longitudinal studies (where behaviour is observed over weeks, months or years). Other studies are carried out which are described as snapshot studies because they may take only minutes or hours to complete.**
- Hodges and Tizard (social relationships)  
Gardner and Gardner (project Washoe)  
Thigpen and Cleckley (multiple personality disorder)
- Outline the main findings of your chosen study.**
- |  |      |
|--|------|
| 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 selection of findings. | 7-10 |
| max mark 10  |      |
- (b) **Describe the procedure of your chosen study, explaining how it is a longitudinal study.**
- |  |      |
|--|------|
| No answer or incorrect answer.   | 0    |
| Anecdotal description of longitudinal, brief detail, minimal focus.  | 1-3  |
| Appropriate longitudinal aspects identified, description shows some understanding. Some detail and expansion of control. | 4-6  |
| Appropriate longitudinal aspects identified.   | 7-10 |
| Description is clear, has good understanding, is focused and well expressed. Good detail, each control explained fully.  |      |
| max mark 10  |      |
- (c) **Using your chosen study as an example, what are the advantages and disadvantages of using longitudinal studies in psychological research?**
- |   |      |
|---|------|
| 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 or disadvantages only which are focused on question.<br>For 4 marks as for 6-7 mark band.<br>For 5 marks as for 8-10 mark band.  | 4-5  |
| Several advantages and disadvantages which are focused on question.<br>Description is good with reasonable understanding.<br>Some detail and expansion of key features.   | 6-7  |
| Balance of advantages and disadvantages which are focused on question.<br>Description is detailed with good understanding and clear expression.<br>The arguments are well considered and reflect understanding which extends beyond the specific study. | 8-10 |
| max mark 10   |      |
- (d) **Suggest an alternative way of gathering data for your chosen study and say what effect, if any, this would have on the results.**
- |  |      |
|--|------|
| No answer or incorrect answer.   | 0    |
| Anecdotal suggestion, brief detail, minimal reference to question.<br>Description may be inaccurate, incomplete or muddled.  | 1-3  |
| Some appropriate suggestions which are focused on question.<br>Description shows some understanding.<br>Some detail and expansion of aspects, with consideration of effect on results.<br>Max 6 marks if there is no mention of effect on results. | 4-6  |
| Range of appropriate suggestions which are focused on question.<br>Description is detailed with good understanding and clear expression.<br>The changes are well considered and reflect understanding of the area in question.                     | 7-10 |
| max mark 10  |      |