

**MARK SCHEME for the October/November 2008 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 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.

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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus
	GCE A/AS LEVEL – October/November 2008	9698

**Section A**

Question	Description	Mark	Mark
1 (a)	Most imitative aggression shown in the aggressive model condition, boys imitated aggression more than girls, non-aggressive model had an inhibitory effect, some examples of same sex modelling.	2	
(b)	The fact that aggression seemed to be down to learning supports the nurture view, the fact that boys imitated aggression more than girls could be argued to be nature or nurture. Just mentioning that it is nurture is 1 mark, just mentioning nature is 0.	2	[4]
2 (a)	Interviews with parent/adolescents/teachers, psychometric tests on parents/adolescents (RutterA/B), Questionnaire on social difficulty.	2	
(b)	Social desirability effect, validity of psychometric tests.	2	[4]
3	<b>Any two from:</b> conducted in laboratory setting, artificially induced physiological reaction etc. Example plus explanation.	2 + 2	[4]
4 (a)	Staff ignored the patients when they asked them questions, avoided eye contact, spent little time with them, waiting in queue.	2	
(b)	By ignoring the rights of psychiatric patients they do not have to be dealt with/released in society, reducing their rights makes them less of a problem, stickiness of psychiatric labels.	2	[4]
5 (a)	<b>Any one from:</b> Alpha, Beta, spoken test, with description for 2 marks.	2	
(b)	Example of ethnocentric bias in the questions, or the way it was administered.	2	[4]

**Partial/full answer**

<b>0 marks</b>	No answer <b>or</b> incorrect answer.
<b>1 mark</b>	Partially correct answer <b>or</b> correct but incomplete lacking sufficient detail or explanation to demonstrate clear understanding.
<b>2 marks</b>	Correct answer with sufficient detail/explanation to demonstrate clear understanding.

Page 3	Mark Scheme	Syllabus
	GCE A/AS LEVEL – October/November 2008	9698

<b>6 (a)</b>	<b>Outline the qualitative data collected in each of these studies.</b>	
	Thigpen and Cleckley (multiple personality) Freud (Little Hans) Dement and Kleitman (sleep and dreaming) Rosenhan (sane in insane places)	
	<i>Emphasis on study. Answers must be related to named studies. One point from each study.</i>	
	<b>Indicative Content: Thigpen and Cleckley:</b> data from hypnosis, interviews etc, <b>Freud:</b> letters from father to Freud including dream analysis etc, <b>Dement and Kleitman:</b> dream content <b>Rosenhan:</b> diary notes and observations from hospitals.	
	<b>For each point up to a maximum of FOUR points</b>	
	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 qualitative data.	<b>1</b>
	Description of point about qualitative data (comment without comprehension).	<b>2</b>
	As above but with analysis (comment with comprehension) about qualitative data.	<b>3</b>
	<b>Max mark</b>	<b>10</b>

<b>(b)</b>	<b>What are the strengths and weaknesses of qualitative data?</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: strengths:</b> detailed allows in-depth analysis, allows the person to express themselves rather than forced choice.	
	<b>Weaknesses:</b> possible bias in interpretation, more difficult to analyse, more difficult to compare people.	
	<b>For each point up to a maximum of FOUR points</b>	
	Problem with study itself NOT related to qualitative data.	<b>0</b>
	Identification of strength/weakness related to qualitative data.	<b>1</b>
	Description of strength/weakness related to qualitative data.	<b>2</b>
	Description of strength/weakness related to qualitative data applied to study effectively.	<b>3</b>
	<b>Max mark</b>	<b>10</b>

Page 4	Mark Scheme	Syllabus
	GCE A/AS LEVEL – October/November 2008	9698

(c)	<b>Which is more useful: quantitative or qualitative data? 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.	1–2
	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.	3–4
	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.	5–6
	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.	7–8
	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.	9–10
	<b>Max mark</b>	<b>10</b>

7	(a)	<b>Outline the cognitive processes that were investigated in each of these studies.</b>	
		Deregowski (picture perception) Baron-Cohen, Leslie and Frith (autism) Loftus and Palmer (eyewitness testimony) Gardner and Gardner (Project Washoe)	
		<i>Emphasis on study. Answers must be related to named studies. One point from each study.</i>	
		<b>Indicative Content:</b> Deregowski: picture perception <b>Baron-Cohen:</b> Theory of mind <b>Loftus and Palmer:</b> eyewitness testimony <b>Gardner and Gardner:</b> language (with explanation for full marks)	
		<b>For each point up to a maximum of FOUR points</b>	
		No answer or incorrect answer.	0
		Identification of point relevant to question but not related to study or comment from study but no point about influences on cognitive processes.	1
		Description of point about application to influences on cognitive processes (comment without comprehension).	2
		As above but with analysis (comment with comprehension) about influences on cognitive processes.	3
		<b>Max mark</b>	<b>10</b>

Page 5	Mark Scheme	Syllabus
	GCE A/AS LEVEL – October/November 2008	9698

(b)	<b>What problems may psychologists experience when they study cognitive processes?</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> cultural bias, reductionism, ecological validity, individual differences etc.
	<b>For each point up to a maximum of FOUR points</b>
	Incorrect difficulty with the study. <span style="float: right;"><b>0</b></span>
	Identification of difficulty related to the study. <span style="float: right;"><b>1</b></span>
	Description of problem applied to the study effectively. <span style="float: right;"><b>2</b></span>
	Description of problem related to cognitive processes and applied effectively to study. <span style="float: right;"><b>3</b></span>
	<b>Max mark</b> <span style="float: right;"><b>10</b></span>

(c)	<b>‘The human mind processes information like a computer.’ To what extent do you agree with this statement? 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. <span style="float: right;"><b>1–2</b></span>
	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. <span style="float: right;"><b>3–4</b></span>
	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. <span style="float: right;"><b>5–6</b></span>
	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. <span style="float: right;"><b>7–8</b></span>
	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. <span style="float: right;"><b>9–10</b></span>
	<b>Max mark</b> <span style="float: right;"><b>10</b></span>

Page 6	Mark Scheme	Syllabus
	GCE A/AS LEVEL – October/November 2008	9698

8	(a)	<b>Outline a situational explanation for the behaviour investigated in each of these studies.</b>	
		Haney, Banks and Zimbardo (prison simulation) Milgram (obedience) Piliavin, Rodin and Piliavin (subway Samaritans) Tajfel (intergroup categorisation)	
		<i>Emphasis on study. Answers must be related to named studies. One point from each study.</i>	
		<b>Indicative Content: Zimbardo:</b> the behaviour of the guards affected prisoners, the physical environment, the uniforms, <b>Milgram:</b> the authority figure, the university location, <b>Piliavin:</b> the state of the victim, the behaviour of others, <b>Tajfel:</b> intergroup categorisation.	
		<b>For each point up to a maximum of FOUR points</b>	
		No answer or incorrect answer.	<b>0</b>
		Identification of point relevant to a situational explanation but not related to study or comment from study but no point about a situational explanation.	<b>1</b>
		Description of point about a situational explanation (comment without comprehension).	<b>2</b>
		As above but with analysis (comment with comprehension) about a situational explanation.	<b>3</b>
		<b>Max mark</b>	<b>10</b>

	(b)	<b>What problems might psychologists have when they study situational explanations of behaviour?</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> ecological validity, ethics, demand characteristics, difficulty in separating the variables.	
		<b>For each point up to a maximum of FOUR points</b>	
		Problem with study itself NOT related to situational explanations.	<b>0</b>
		Identification of problem related to situational explanations.	<b>1</b>
		Description of problem related to situational explanations.	<b>2</b>
		Description of problem related to situational explanations & applied effectively to study.	<b>3</b>
		<b>Max mark</b>	<b>10</b>

Page 7	Mark Scheme	Syllabus
	GCE A/AS LEVEL – October/November 2008	9698

(c)	<b>Discuss alternatives to situational explanations of behaviour. 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.	1–2
	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.	3–4
	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.	5–6
	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.	7–8
	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.	9–10
	<b>Max mark</b>	<b>10</b>