

**MARK SCHEME for the May/June 2009 question paper  
for the guidance of teachers**

<b>9698/02</b>	<b>9698 PSYCHOLOGY</b> Paper 2 (Core Studies 2), maximum raw mark 50
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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.

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## Section A

### 1 (a) From the study by Hraba and Grant on racial preference:

Identify one of the questions used to measure racial preference.

Likely answers:

- Give me the doll that you want to play with.
- Give me the doll that is a nice doll.
- Give me the doll that looks bad.
- Give me the doll that is a nice colour.

1 mark for unclear description and 2 marks for full description using mainly all of the words actually used in the study. [2]

### (b) Outline one difficulty when studying individual differences.

**Any one from:** finding a valid measurement, ethnocentrism, ethics, etc. This does not have to be in the context of Hraba and Grant. One mark for naming the difficulty and one mark for expansion. [2]

[max 4]

### 2 (a) The prison simulation study by Haney, Banks and Zimbardo looks at social processes.

Give one example of the behaviour of the prisoners.

Likely answers:

- Prisoners were rebellious at the start of the study and some tried to destroy their cells.
- Prisoners became increasingly passive as the study went on. They meekly gave in to the authority and aggression of the guards (e.g. hours of roll call).
- Some prisoners had extreme emotional reactions and asked to be released.

1 mark for a brief description/example and 2 marks for either expansion on the description or an example clearly in the context of the study. [2]

### (b) Explain the social processes of this behaviour.

Likely answers:

- This behaviour shows the initial reaction to oppression by the guards as the prisoners wanted to stand up for themselves and show they were not accepting of the guards' authority (links to rebellion point in 2 (a)).
- This behaviour shows the process of pathological prisoner syndrome. The prisoners became more and more withdrawn and passive as the guard aggression increased.
- This behaviour shows the process of powerlessness felt by the prisoners as the guards increased their authority over the prisoners as each day passed.
- Any other relevant social process (e.g. deindividuation, learned helplessness).

1 mark for explaining the social behaviour briefly. Two marks for a clear explanation. 0 marks if it is not linked to the behaviour described in 2 (a). [2]

[max 4]

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3 (a) Tajfel carried out a 'snapshot' study on intergroup categorisation.

**Outline what is meant by a 'snapshot' study.**

Snapshot study is one which is conducted in a short period of time e.g. hours.  
One mark for a very brief description (e.g. it is short) and two marks for more detail. [2]

(b) **Suggest one problem of using this approach in this study.**

Likely answers:

- It is difficult to see the long term development of human behaviour. Tajfel was unable to see how discrimination develops over time.
- The behaviour of the Ps could be due to their mood on the day. For example in Tajfel's study the boys may have discriminated because they hadn't had much sleep the night before.
- Any other relevant problem (e.g. demand characteristics).

1 mark for describing the problem and one mark for clearly linking it to Tajfel. [2]

[max 4]

4 (a) **From the study by Samuel and Bryant on conservation:**

**Outline one finding from the study.**

Likely answers:

- Children found the one judgement task significantly easier (they made fewer errors) than the standard conservation task and the fixed-array control.
- There was a significant difference between the age groups, with older groups doing consistently better than the younger.
- The children made fewer errors on the number task compared with mass and volume.
- Children made the most errors on the fixed array control compared to standard and one judgement.
- Any other finding from the study.

1 mark for brief description and 1 mark for description in some detail.  
E.g. one mark for identifying that the children did better on one condition and two marks for naming one of the other conditions. [2]

(b) **Suggest how this finding can be applied to everyday life.**

Candidates are likely to talk about how the finding can be used in education. They may bring up points about ensuring children are taught appropriate material at the correct age. They may suggest that children should be taught conservation at a younger age than originally thought by Piaget.

0 marks if the finding discussed is not the one described in 4 (a).  
1 mark for brief or unclear description. 2 marks for a clear description (possibly with an example). [2]

[max 4]

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5 In the study by Dement and Kleitman on sleep and dreaming, physiological processes were considered. Outline two problems when studying physiological processes in this study.

**Any two from:** it is difficult to find a valid measurement, inferring connection with psychological processes, problems with equipment, interference due to measurement, ethical problems with equipment used, etc.

1 mark for describing the problem in relation to physiological psychology **or** a problem described that is accurate but is not clearly linked to physiological psychology plus a link to the study;  
2 marks for linking to the study. [max 4]

**Partial/full answer**

**0 marks** No answer **or** 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

**Section B**

6 (a) Describe one generalisation that can be made from each of these studies.

- Raine, Buchsbaum and LaCasse (brain scans)
- Freud (little Hans)
- Sperry (split brain)
- Thigpen and Cleckley (multiple personality disorder)

*Emphasis on study. Answers must be related to named studies.  
One point from each study.*

**Indicative Content:**

**Raine, Buchsbaum and LaCasse:** murderers' brain activity is different to that of non-murderers

**Freud:** boys go through the Oedipus complex during their psychosexual development

**Sperry:** the two halves of the brain have separate functions

**Thigpen and Cleckley:** multiple personality disorder exists and can be detected through a series of tests and treated through therapy

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 (1)
- Description of point about generalisations (comment without comprehension) (2)
- As above but with analysis (comment with comprehension) about generalisations (3)

**[max 10]**

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**(b) What problems may psychologists have when they make generalisations?**

*Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.*

**Indicative Content:** small sample, low ecological validity, individual differences, validity of measure used, reliability of measure used, reductionist conclusions etc.

For each point up to a maximum of **FOUR** points

- Difficulty with study itself NOT related to applications to generalisations (0)
- Identification of difficulty related to generalisations (1)
- Description of problem related to generalisations (2)
- Description of problem related to generalisations and applied effectively to study (3)

**[max 10]**

**(c) Is it useful to make generalisations about behaviour? 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 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]

**[max 10]**

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7 (a) Describe one ethical issue raised in each of these studies.

- Gould (intelligence testing)
- Rosenhan (sane in insane places)
- Schachter and Singer (emotion)
- Milgram (obedience)

*Emphasis on study. Answers must be related to named studies.  
One point from each study.*

**Indicative Content:**

- Gould:** discrimination resulting from tests
- Rosenhan:** deception of hospital staff, stress on pseudo-patients, withdrawal
- Schachter and Singer:** deception of participants about the injection, stress due to adrenaline
- Milgram:** deception of participants about electric shocks, difficult to withdraw

- 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 (1)
- Description of point about ethics (comment without comprehension) (2)
- As above but with analysis (comment with comprehension) about ethics (3)

[max 10]

(b) What are the reasons for and against breaking ethical guidelines?

*Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.*

**Indicative Content:**

**Strengths:** greater validity, can keep participants to complete study if they are unaware, fewer demand characteristics etc.

**Weaknesses:** can harm people, cause stress, moral implications, long lasting effects, difficulty in getting Ps in future, difficulty in getting funding for future research, etc.

If candidate gives all strengths or all weaknesses only credit the best three points.

- For each point up to a maximum of **FOUR** points
- Problem with study itself NOT related to ethics (0)
- Identification of strength/weakness related to ethics (1)
- Description of strength/weakness related to ethics (2)
- Description of strength/weakness related to ethics applied to study effectively (3)

[max 10]

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(c) Is it possible to make all research ethical? Give reasons for your answer.

*Emphasis on point. Answers supported with named study (or other) studies/evidence.*

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[max 10]

8 (a) Describe how each of these studies supports either the nature or nurture view.

- Bandura, Ross and Ross (aggression)
- Deregowski (picture perception)
- Gardner and Gardner (project Washoe)
- Hodges and Tizard (social relationships)

*Emphasis on study. Answers must be related to named studies.  
One point from each study.*

**Indicative Content:**

**Bandura, Ross and Ross:** children imitated aggression so supports the nurture view/boys more aggressive than girls could support the nature view also

**Deregowski:** pictures did not perform as a lingua franca so supports the nurture view as different cultures interpret/perceive pictures in a different way

**Gardner and Gardner:** supports the nature view on language since Washoe only learnt limited use of language, however could support nurture in the fact that she did learn some!

**Hodges and Tizard:** supports the nurture view on the development of social relationships as they were affected by the institutional care received by the participants compared to the controls

For each point up to a maximum of **FOUR** points

- No answer or incorrect answer (0)
- Identification of point relevant to nature/nurture but not related to study (1)
- Description of point about nature/nurture (comment without comprehension) (2)
- As above but with analysis (comment with comprehension) about nature/nurture (3)

[max 10]

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**(b) What problems may psychologists have when they investigate whether behaviour is determined by nature or nurture?**

*Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.*

**Indicative Content:** separating the effects of nature/nurture, controlling past experiences, finding appropriate sample, ethics, etc.

- For each point up to a maximum of **FOUR** points
- Problem with study itself NOT related to nature/nurture (0)
- Identification of problem not directly linked to nature/nurture (1)
- Description of problem related to nature/nurture (2)
- Description of problem related to nature/nurture and applied effectively to study (3)

**[max 10]**

**(c) Do you think behaviour is determined by nature or nurture? 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 or muddled. [1–2]

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**[max 10]**