

JUNE 2002

GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT : 9698/2

PSYCHOLOGY



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Section A

Question	Description	mark	max
1a	any physically aggressive imitation eg hit with mallet, throw in air, etc. Any verbally aggressive imitation "sock it to him" etc Can be any two examples. 1 mark for each.	1+1	
1b	Any appropriate response such as children will observe what they see on television.	2	4
2a	use of interviews etc to gain in-depth info without use of numbers and statistics/objective data. No Ref to Freud = 1 mark 1 mark=partial; 2 marks=full with detail/understanding.	2	
2b	No 'data', no comparisons, no objective data, no statistics 1 mark=partial; 2 marks=full with detail/understanding.	2	4
3a	arousal and cognition or physiological and psychological. 1 mark for naming each.	1+1	
3b	that emotion results from an interaction of the two - that we experience an emotion following cognitive appraisal of the situation. 1 mark=partial; 2 marks=full with detail/understanding.	2	4
4a	any two differences: NGRI less activity in prefrontal & parietal areas, more activity in occipital, less in corpus callosum, less in left amygdala & hippocampus, more in right amygdala & hippocampus 1 mark each	1+1	
4b	not causal; can be influenced by other factors such as traffic outside or a magnet in NGRI's pocket!	2	4
5a	Likely answers: staff ignored patients; staff abused patients	1+1	
5b	Likely answers: mentally ill are 'non-people'; are unimportant; will be ignored if complain; etc 1 mark=partial; 2 marks=full with detail/understanding.	2	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

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Section B, Question 6

Q	Description	marks
Q6a	What do these studies tell us that is useful? Loftus and Palmer (eyewitness testimony) Deregowski (perception) Samuel and Bryant (conservation) Hraba and Grant (doll choice)	
	<i>Emphasis on study. Answers must be related to named studies. One point from each study.</i>	
	For each point up to a maximum of FOUR points	
	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 usefulness.	1
	Description of point about usefulness from study (comment with no comprehension).	2
	As above but with analysis (comment with comprehension) about what study tells us about usefulness.	3
	max mark	10
Q6b	What problems may psychologists have when they try to make useful investigations?	
	<i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can be same study.</i>	
	For each point up to a maximum of FOUR points	
	Problem with study itself NOT related to usefulness, however detailed.	0
	Identification of problem related to usefulness.	1
	Description of problem related to usefulness.	2
	Description of problem related to usefulness & applied effectively to study.	3
max mark	10	
Q6c	Is it important for psychology to be useful? Give reasons for your answer.	
	<i>Emphasis on point. Answers supported with named (or other) studies/evidence.</i>	
	One or two general statements which may be inaccurate, incomplete or muddled	1-2
	General statements are made that 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 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 mark	10	

Section B, Question 7

Q	Description	marks
Q7a	How were psychometric measures used in each of the studies?	
	Baron-Cohen, Leslie and Frith (autism) Hodges and Tizard (social relationships) Gould (IQ testing) Thigpen and Cleckley (multiple personality disorder)	
	<i>Emphasis on study. Answers must be related to named studies. One point from each study.</i>	
	For each point up to a maximum of FOUR points	
	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 psychometrics.	1
	Description of point about psychometrics from study (comment with no comprehension).	2
	As above but with analysis (comment with comprehension) about what study tells us about psychometrics.	3
	max mark	10
Q7b	What problems may psychologists have when they investigate behaviour using psychometric tests?	
	<i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can be same study.</i>	
	For each point up to a maximum of FOUR points	
	Problem with study itself NOT related to psychometrics or nurture, however detailed.	0
	Identification of problem related to psychometrics.	1
	Description of problem related to psychometrics.	2
	Description of problem related to psychometrics & applied effectively to study.	3
	max mark	10
Q7c	How valuable are psychometric tests? Give reasons for your answer.	
	<i>Emphasis on point. Answers supported with named (or other) studies/evidence.</i>	
	One or two general statements which may be inaccurate, incomplete or muddled	1-2
	General statements are made that 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 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 mark	10

Section B, Question 8

Q	Description	marks
Q8a	What do these studies tell us about social processes?	
	Milgram (obedience) Tajfel (intergroup discrimination) Haney, Banks and Zimbardo (prison simulation) Piliavin, Rodin and Piliavin (subway samaritans)	
	<i>Emphasis on study. Answers must be related to named studies. One point from each study.</i>	
	For each point up to a maximum of FOUR points	
	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 social processes.	1
	Description of point about social processes from study (comment with no comprehension).	2
	As above but with analysis (comment with comprehension) about what study tells us about social processes.	3
	max mark	10
Q8b	What problems may psychologists have when they study social processes?	
	<i>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can be same study.</i>	
	For each point up to a maximum of FOUR points	
	Problem with study itself NOT related to social processes, however detailed.	0
	Identification of problem related to social processes.	1
	Description of problem related to social processes.	2
	Description of problem related to social processes & applied effectively to study.	3
	max mark	10
Q8c	"All psychology is social psychology" To what extent do you agree with this statement?	
	<i>Emphasis on point. Answers supported with named (or other) studies/evidence.</i>	
	One or two general statements which may be inaccurate, incomplete or muddled	1-2
	General statements are made that 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 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 mark	10