

**NOVEMBER 2002**

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK : 50**

**SYLLABUS/COMPONENT : 9698/02**

**PSYCHOLOGY**



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### Section A

Question	Description	mark	max
1a	responses: yes 16 smashed; 7 hit; 6 control responses: no 34 smashed; 43 hit; 44 control. 1 mark brief response; 2 marks detailed response. Actual statistical details are not required	2	
1b	testimony is not accurate; is likely to be modified. reliability is low. 1 mark=partial; 2 marks=full with detail/understanding.	2	4
2a	252 children from schools in and around Crediton, Devon. 1 mark=partial; 2 marks=full with detail/understanding.	2	
2b	Any appropriate suggestion acceptable eg want drink in taller glass; 1 mark=partial; 2 marks=full with detail/understanding.	2	4
3a	Any appropriate explanation. 1 mark=partial; 2 marks=full with detail/understanding.	2	
3b	Likely answers: epilepsy due to interaction of hemispheres; language (or other factor) determined by localisation of function. 1 mark=partial; 2 marks=full with detail/understanding.	2	4
4a	Lab studies were not face-to-face; PRP study was.	2	
4b	Any reasonable suggestion 1 mark=partial; 2 marks=full with detail/understanding.	2	4
5a	'normal' children and Down's syndrome children. 1 mark each	2	
5b	To determine IQ; that autism has nothing to do with intelligence. 1 mark=partial; 2 marks=full with detail/understanding.	2	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

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**Section B**

**Question 6**

Q	marks	
<b>Q6a</b>	<b>What do these studies tell us about factors that influence our behaviour?</b>	
	<b>Hodges and Tizard</b> (social relationships) <b>Tajfel</b> (intergroup categorisation) <b>Milgram</b> (obedience) <b>Hraba and Grant</b> (doll choice)	
	<b>Emphasis on study. Answers must be related to named studies.</b> <b>One point from each study.</b>	
	<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 determinism.	1
	Description of point about determinism from study (comment with no comprehension).	2
	As above but with analysis (comment with comprehension) about what study tells us about determinism.	3
max mark		10
<b>Q6b</b>	<b>What problems may psychologists have when they investigate factors that influence our behaviour?</b>	
	<i>Emphasis on problem. Answers supported with named (or other) studies.</i> <i>Each problem does not need a different study; can be same study.</i>	
	<b>For each point up to a maximum of FOUR points</b>	
	Problem with study itself NOT related to determinism, however detailed.	0
	Identification of problem related to determinism.	1
	Description of problem related to determinism.	2
	Description of problem related to determinism & applied effectively to study.	3
max mark		10
<b>Q6c</b>	<b>Is all our behaviour determined? Give reasons for your answer.</b>	
	<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

Question 7

Q	marks	
<b>Q7a</b>	<b>What do these studies tell us about how behaviour is learned or inherited?</b>	
	<b>Bandura, Ross and Ross</b> (transmission of aggression) <b>Gould</b> (IQ testing) <b>Deregowski</b> (perception) <b>Gardner and Gardner</b> (Washoe)	
	<b>Emphasis on study. Answers must be related to named studies.</b> <b>One point from each study.</b>	
	<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 nature or nurture.	1
	Description of point about nature or nurture from study (comment with no comprehension).	2
As above but with analysis (comment with comprehension) about what study tells us about nature and nurture.	3	
max mark		10
<b>Q7b</b>	<b>What problems may psychologists have when they investigate whether behaviour is learned or inherited.</b>	
	<i>Emphasis on problem. Answers supported with named (or other) studies.</i> <i>Each problem does not need a different study; can be same study.</i>	
	<b>For each point up to a maximum of FOUR points</b>	
	Problem with study itself NOT related to nature or nurture, however detailed.	0
	Identification of problem related to nature/nurture.	1
	Description of problem related to nature/nurture.	2
	Description of problem related to nature/nurture & applied effectively to study.	3
max mark		10
<b>Q7c</b>	<b>How valuable is it to study whether behaviour is learned or inherited? Give reasons for your answer</b>	
	<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

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Question 8

Q		marks
Q8a	<b>What do these studies tell us about human behaviour and experience?</b> Dement & Kleitman (sleep & dreaming) Freud (little Hans) Haney, Banks and Zimbardo (prison simulation) Thigpen & Cleckley (multiple personality disorder)	
	<b>Emphasis on study. Answers must be related to named studies.</b> One point from each study.	
	<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 behaviour and experience.	1
	Description of point about behaviour and experience from study (comment with no comprehension).	2
	As above but with analysis (comment with comprehension) about what study tells us about behaviour and experience.	3
	max mark	10
Q8b	<b>What problems may psychologists have when they describe human behaviour and experience without using numbers?</b>	
	<i>Emphasis on problem. Answers supported with named (or other) studies.</i> <i>Each problem does not need a different study; can be same study.</i>	
	<b>For each point up to a maximum of FOUR points</b>	
	Problem with study itself NOT related to no use of numbers, however detailed.	0
	Identification of problem related to no use of numbers.	1
	Description of problem related to no use of numbers.	2
	Description of problem related to no use of numbers & applied effectively to study.	3
	max mark	10
Q8c	<b>Should all studies in psychology use a mixture of both qualitative and quantitative approaches? Give reasons for your answer.</b>	
	<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