

**MARK SCHEME for the October/November 2007 question paper**

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| <b>9698/02</b> | <b>9698 PSYCHOLOGY</b><br>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.

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 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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## Section A

| Question | Description   | Mark | Max |
|----------|---|------|-----|
| 1a       | <b>Any one from:</b> use of unfamiliar materials such as paper and pencil, use of unfamiliar western depth cues such as overlap and perspective, use of angular objects such as cube more relevant to carpentered environment.  | 2    | 2   |
| 1b       | <b>Any one from:</b> Discriminatory views can be formed based on ethnocentric research; ideas of superiority can lead to genocide, biased view of cultural differences.   | 2    | 2   |
| 2a       | An IQ test was used to control for the intelligence of the three groups of children: downs syndrome, autistic, normal. Sally Anne test not acceptable.  | 2    | 2   |
| 2b       | <b>Any one from:</b> reductionist, bias, not valid etc.   | 2    | 2   |
| 3        | <b>Any two from:</b> the location was the basement of a university, the task was unusual lacked mundane realism, they knew it was an experiment.  | 2+2  | 4   |
| 4a       | The subjects who saw the aggressive model were more aggressive than those in the non-aggressive model condition who were also less aggressive than the control group, all of these findings suggest that social learning had taken place.                                 | 2    | 2   |
| 4b       | Since the results of the study suggest learning this supports the nurture debate, the fact that boys were more aggressive than girls could be due to nature.  | 2    | 2   |
| 5a       | Brain activity was measured in various parts of the brain.  | 2    | 2   |
| 5b       | <b>Any one from:</b> Reliability: the methods used can be repeated to see if findings are consistent. Validity: the measures tend to measure what is intended as physiological processes are easier to measure precisely than psychological ones. Theories are refutable. | 2    | 2   |

## Partial/full answer

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| <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.  |

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| Q   | Description  | Mark      |
|-----|--|-----------|
| Q6a | <b>Describe the sample used in each of these studies.</b><br>Hodges and Tizard (social relationships)<br>Piliavin, Rodin and Piliavin (subway Samaritans)<br>Schachter and Singer (emotion)<br>Sperry (split brain)  |           |
|     | <i>Emphasis on study. Answers must be related to named studies.<br/>One point from each study.</i><br><b>Indicative Content: Hodges and Tizard:</b> 39 ex-institutional children took part some were adopted, with their biological families or still in institutional care. Comparison groups were set up via GP surgeries. <b>Piliavin, Rodin and Piliavin:</b> the general public travelling on the subway train in New York. <b>Schachter and Singer:</b> 184 male college students studying psychology at the university of Minnesota. <b>Sperry:</b> 11 people who had already undergone surgery to sever their corpus callosum. |           |
|     | <b>For each point up to a maximum of FOUR points</b>   |           |
|     | For each point up to a maximum of four studies.  |           |
|     | 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 sample.   | <b>1</b>  |
|     | Description of point about sample (comment without comprehension).   | <b>2</b>  |
|     | As above but with analysis (comment with comprehension) of sample.   | <b>3</b>  |
|     | <b>Max mark</b>  | <b>10</b> |

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| Q6b | <b>What are the ethical issues raised when studying samples of people?</b><br><i>Emphasis on problem. Answers supported by named (or other) studies.<br/>Each problem does not need a different study; can use same study.</i><br><b>Indicative Content:</b> protection of children, use of psychology students for points on courses, people with disabilities – making them feel different or incapable, vulnerable people due to life experiences. |           |
|     | <b>For each point up to a maximum of FOUR points</b>  |           |
|     | Difficulty with study itself NOT related to studying specific samples.  | <b>0</b>  |
|     | Identification of difficulty related to studying people.  | <b>1</b>  |
|     | Description of problem related to studying people.  | <b>2</b>  |
|     | Description of problem related to studying people and applied effectively to study.   | <b>3</b>  |
|     | <b>Max mark</b>   | <b>10</b> |

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| <b>Q6c</b> | <b>Can ethical issues be overcome? Give reasons for your answer.</b><br><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.   | <b>1-2</b>  |
|            | 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.   | <b>3-4</b>  |
|            | 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.   | <b>5-6</b>  |
|            | 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.   | <b>7-8</b>  |
|            | 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. | <b>9-10</b> |
|            | <b>Max mark</b>   | <b>10</b>   |

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| <b>Q7a</b> | <b>Describe how behaviour and experience was measured in each of these studies.</b>   |           |
|            | Haney, Banks and Zimbardo (prison simulation)<br>Loftus and Palmer (eyewitness testimony)<br>Samuel and Bryant (conservation)<br>Tajfel (intergroup discrimination)   |           |
|            | <i>Emphasis on study. Answers must be related to named studies. One point from each study.</i><br><b>Indicative content: Haney, Banks and Zimbardo:</b> reactions to role of prisoner or guard through the use of self reports and observation of prisoners' and guards' behaviour. <b>Loftus and Palmer:</b> accuracy of eye witness testimony through estimations of speed, self reports – broken glass. <b>Samuel and Bryant:</b> conservation skills through conservation test. <b>Tajfel:</b> discrimination through allocation of points to in group/out group. |           |
|            | <b>For each point up to a maximum of FOUR points</b>  |           |
|            | For each point up to a maximum of FOUR studies  |           |
|            | 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 measurement.   | <b>1</b>  |
|            | Description of point about measurement (comment without comprehension).   | <b>2</b>  |
|            | As above but with analysis (comment with comprehension) about measurement.  | <b>3</b>  |
|            | <b>Max mark</b>   | <b>10</b> |

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| <b>Q7b</b> | <b>What problems may psychologists have when trying to measure behaviour and experience in a valid way?</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> reductionist measurements, demand characteristics, ethics, ecological validity, inappropriate measurements.         |           |
|            | <b>For each point up to a maximum of FOUR points</b>   |           |
|            | Problem with study itself NOT related to problems of validity.   | <b>0</b>  |
|            | Identification of problem related to problems of validity.   | <b>1</b>  |
|            | Description of problem related to problems of validity.  | <b>2</b>  |
|            | Description of problem related to problems of validity.  | <b>3</b>  |
|            | <b>Max mark</b>  | <b>10</b> |

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| <b>Q7c</b> | <b>Discuss ways of testing whether measurements are valid. 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.   | <b>1-2</b>  |
|            | 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.   | <b>3-4</b>  |
|            | 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.   | <b>5-6</b>  |
|            | 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.   | <b>7-8</b>  |
|            | 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. | <b>9-10</b> |
|            | <b>Max mark</b>   | <b>10</b>   |

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| Q8a | <b>Outline how individual differences were investigated in each of these studies.</b>   |           |
|     | Gould (IQ testing)<br>Hraba and Grant (doll choice)<br>Rosenhan (sane in insane places)<br>Thigpen and Cleckley (multiple personality disorder)   |           |
|     | <i>Emphasis on study. Answers must be related to named studies. One point from each study.</i><br><b>Indicative content: Gould:</b> intelligence was measured through the use of IQ tests. <b>Hraba and Grant:</b> racial preference and racial identification were measured through questions on doll choice. <b>Rosenhan:</b> reliability of psychodiagnostic labelling through participant observation in hospitals. <b>Thigpen and Cleckley:</b> multiple personality through hypnosis, psychometric and psychological tests. |           |
|     | <b>For each point up to a maximum of FOUR points</b>  |           |
|     | For each point up to a maximum of FOUR studies  |           |
|     | 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 development.   | <b>1</b>  |
|     | Description of point about individual differences (comment without comprehension).  | <b>2</b>  |
|     | As above but with analysis (comment with comprehension) about individual differences.   | <b>3</b>  |
|     | <b>Max mark</b>   | <b>10</b> |

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| Q8b | <b>What problems may psychologists have when they study individual differences?</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><br><b>Indicative content:</b> ethnocentrism, ecological validity, ethics, validity of measurements, reductionist measurements. |           |
|     | <b>For each point up to a maximum of FOUR points</b>  |           |
|     | Problem with study itself NOT related to studying individual differences.   | <b>0</b>  |
|     | Identification of problem related to studying individual differences.   | <b>1</b>  |
|     | Description of problem related to studying individual differences.  | <b>2</b>  |
|     | Description of problem related to studying individual differences and applied effectively to study.   | <b>3</b>  |
|     | <b>Max mark</b>   | <b>10</b> |

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| <b>Q8c</b> | <b>Why is it important to study individual differences?<br/>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.  | <b>1-2</b>  |
|            | 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.   | <b>3-4</b>  |
|            | 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.   | <b>5-6</b>  |
|            | 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.   | <b>7-8</b>  |
|            | 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. | <b>9-10</b> |
|            | <b>Max mark</b>   | <b>10</b>   |