

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level and GCE Advanced Subsidiary Level

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## MARK SCHEME for the May/June 2006 question paper

### 9698 PSYCHOLOGY

9698/02

Paper 2

Maximum raw mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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### Section A

| Question | Description   | Mark | Max |
|----------|---|------|-----|
| 1 (a)    | <b>Any one from:</b> the use of film clips, laboratory conditions, no involvement in crashes e.g. no emotional or practical involvement, participants aware they are in an experiment demand characteristics etc. <b>2 marks for point with reason</b>              | 2    |     |
| (b)      | Cannot generalise to behaviour in everyday life situations, reactions may be unique to experimental situation, demand characteristics may make results lack validity. <b>Fuller description for 2 marks.</b>  | 2    | 4   |
| 2 (a)    | To control for intelligence between the three groups of children.<br><b>2 marks for full explanation</b>  | 2    |     |
| (b)      | <b>Any one from:</b> quantitative data, easy to compare people, greater degrees of control.   | 2    | 4   |
| 3        | <b>Any two from:</b> withdrawal, protection, consent. 2 marks each with explanation.  |      | 4   |
| 4 (a)    | <b>Any two from:</b> 64 (exp 1) 48 (exp 2) schoolboys, aged 14 and 15 years, from same house in the same form at school, school in Bristol.   | 1+1  |     |
| (b)      | Reliable but not ecologically valid, problems with sample. Can also be related to uses to reduce discrimination.  | 2    | 4   |
| 5 (a)    | <b>Either</b> eye movements <b>or</b> brain activity both measured by EEG machine. 2 marks with description   | 1+1  |     |
| (b)      | Physiological processes can be measured using scientific equipment that is more reliable and easy to measure compared to psychological processes which are more difficult to measure in a scientific way because of their subjective nature. Comparison for 2 marks | 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

**Section B**

**Question**

**Description**

**6 (a) Outline what each of these studies tells us about development.**

Hodges and Tizard (social relationships)

Freud (little Hans)

Samuel and Bryant (conservation)

Bandura, Ross and Ross (aggression)

*Emphasis on study. Answers must be related to named studies.*

*One point from each study.*

**Indicative Content: Hodges and Tizard** – The development and quality of social relationships is affected by the care giving environment a child experiences after early institutionalisation i.e. adopted or restored. **Freud** – children develop in stages in relation to their psychosexual development; they can experience phobias as a result of difficulties at a particular stage e.g. Oedipus complex. **Samuel and Bryant** – children go through a series of stages in their cognitive development, conservation is a skill which develops in the operational stage and can be measured using the conservation test although the methodology used is important in their performance. **Bandura** – Aggressive/non-aggressive behaviour is learnt through imitation; this supports the nature view of aggression and the Social Learning Theory; various factors affect this imitation including sex of the role model, sex of the child etc.

**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 or comment from study but no point about development. 1

Description of point about development (comment without comprehension). 2

As above but with analysis (comment with comprehension) about development. 3

**Max mark 10**

**(b) What problems may psychologists have when they study development?**

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

**Indicative Content:** ethical issues of studying children, sample, validity of measurement, ecological validity, controlling extraneous variables.

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

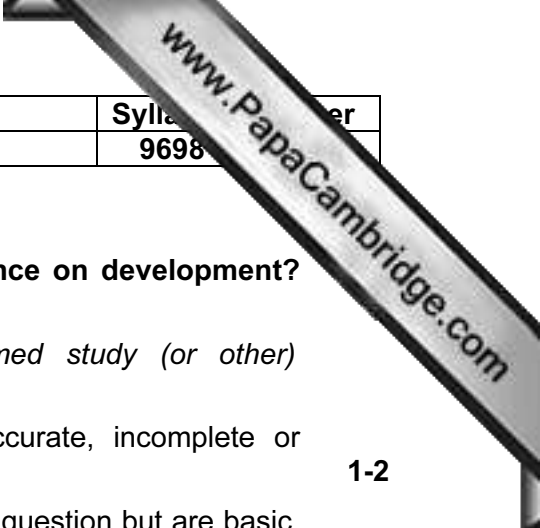
Problem with study itself NOT related to studying development. 0

Identification of problem related to studying development. 1

Description of problem related to studying development. 2

Description of problem related to studying development and applied effectively to study. 3

**Max mark 10**



| Question | Description  |   |
|----------|--|---|
| (c)      | <p><b>What factors do you think have the greatest influence on development? Give reasons for your answer.</b></p> <p><i>Emphasis on point. Answers supported with named study (or other) studies/evidence.</i></p> <p>One or two general statements, which may be inaccurate, incomplete or muddled.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | <p>1-2</p> <p>3-4</p> <p>5-6</p> <p>7-8</p> <p>9-10</p> <p><b>Max mark 10</b></p> |

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|-----------------|--------------------|
| <b>Question</b> | <b>Description</b> |
|-----------------|--------------------|

7 (a) Describe the data collected in each of these studies.

- Piliavin, Rodin and Piliavin (subway Samaritans)
- Thigpen and Cleckley (multiple personality disorder)
- Milgram (obedience)
- Schachter and Singer (emotion)

*Emphasis on study. Answers must be related to named studies.*

*One point from each study.*

**Indicative Content: Piliavin, Rodin and Piliavin** – quantitative data was collected and consisted of the number of people who helped in each condition, time taken to help, race of helpers. Qualitative data consisted of comments made by passengers of the subway train. **Thigpen and Cleckley** – quantitative data collected consisted of the results of the psychometric tests e.g. memory and IQ tests and also physiological tests including EEG. Qualitative data included interviews with patient and her family and results of ink blot tests. **Milgram** – quantitative data was the number of participants who carried out the various levels of voltage shocks on the victim. Qualitative data consisted of the comments the participants made throughout the experiment. **Schachter and Singer** – quantitative data consisted of standardised observation checklist and self reports using a variety of scales to measure emotional state.

**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 or comment from study but no point about the type of data. | 1         |
| Description of point about the data (comment without comprehension).   | 2         |
| As above but with analysis (comment with comprehension) about the data.  | 3         |
| <b>Max mark</b>  | <b>10</b> |

(b) **What problems may psychologists have when they collect qualitative data?**

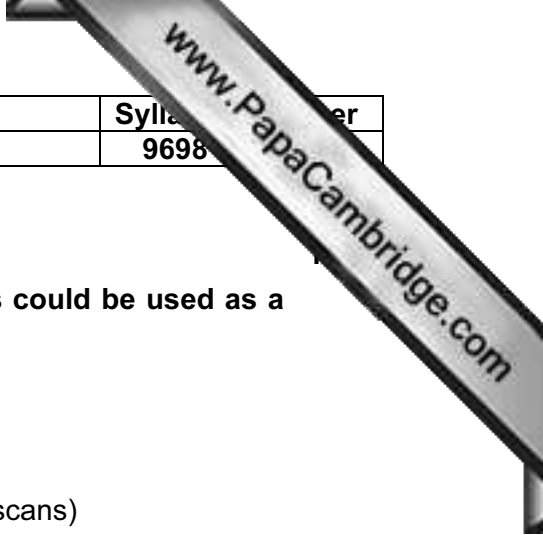
*Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.*

**Indicative Content:** Qualitative: difficult to interpret objectively, takes more time to analyse, other issues with validity.

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

|  |           |
|--|-----------|
| Problem with study itself NOT related to problems of collecting qualitative and quantitative data.                           | 0         |
| Identification of problem related to problems of collecting qualitative and quantitative data.                               | 1         |
| Description of problem related to problems of collecting qualitative and quantitative data.                                  | 2         |
| Description of problem related to problems of collecting qualitative and quantitative data and applied effectively to study. | 3         |
| <b>Max mark</b>  | <b>10</b> |

| Question | Description   |           |
|----------|---|-----------|
| (c)      | <b>What do you think 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> |



**Question**

**Description**

8 (a) **Outline how the findings from each of these studies could be used as a form of social control.**

Deregowski (perception)

Gould (IQ testing)

Hraba and Grant (doll choice)

Raine, Buschbaum and LaCasse (brain scans)

*Emphasis on study. Answers must be related to named studies.*

*One point from each study.*

**Indicative Content: Deregowski** – the methodology used to study perception was biased towards westerners which made their 3D perception skills look more advanced, this may lead to an ethnocentric view of non-westerners and peoples’ attitudes towards them in society. **Gould** – the IQ tests used to measure intelligence were biased towards White Americans and longer term immigrants; in turn more recent immigrants and Black Americans appeared less intelligent which provided a way of controlling these groups in society. **Hraba and Grant** – the racial preference of the black children changed between the original study by Clark and Clark and the later study by Hraba and Grant; they became more ethnocentric, this was a reflection of the changing attitudes in society and the social control over certain groups within society. **Raine, Buchsbaum and LaCasse** – it could be concluded from the PET scans that murderers can be identified by abnormalities in their brains this could in turn be used as a method of social control in relation to ‘potential’ murderers in society.

**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.  | <b>0</b>  |
| Identification of point relevant to question but not related to study or comment from study but no point about everyday behaviour and experience. | <b>1</b>  |
| Description of point about social control (comment without comprehension).  | <b>2</b>  |
| As above but with analysis (comment with comprehension) of social control.  | <b>3</b>  |
| <b>Max mark</b>   | <b>10</b> |

(b) **What are the problems of studying different groups of people?**

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

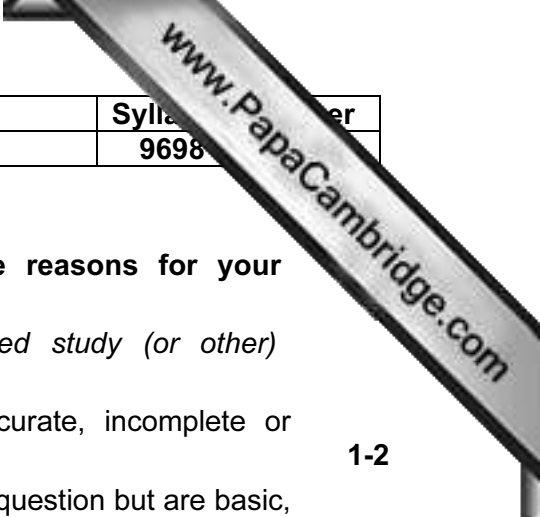
**Indicative Content:** ethnocentric bias in methodology, resulting discrimination, stereotyping, finding valid measurements, other ethical issues, sample.

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

|   |           |
|---|-----------|
| Difficulty with study itself NOT related to studying different groups of people.                        | <b>0</b>  |
| Identification of difficulty related to studying different groups of people.                            | <b>1</b>  |
| Description of problem related to studying different groups of people.                                  | <b>2</b>  |
| Description of problem related to studying different groups of people and applied effectively to study. | <b>3</b>  |
| <b>Max mark</b>   | <b>10</b> |



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| Question | Description   |           |
|----------|---|-----------|
| (c)      | <b>To what extent is social control desirable? 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> |