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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the June 2004 question paper

9698 PSYCHOLOGY

9698/02 Paper 2 (Core Studies 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*.

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

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

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Grade thresholds taken for Syllabus 9698 (Psychology) in the June 2004 examination.

	maximum	minimum	mark required	for grade:
	mark available	A	В	E
Component 2	50	41	36	22

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

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June 2004

GCE AS/A LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9698/02

PSYCHOLOGY

Core Studies 2

Page 1	Mark Scheme	Syllabus	
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Section A

		m	
Page 1	Mark Scheme Syllabus	N.O	
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Section A		Mark 2	Call
Question	Description	Mark	Max
1a	Full description of nature/nurture debate (does not need to relate to perception) i.e. ideas about whether behaviour is learnt or innate.	2	
1b	Language barriers, cultural bias, etc. Any difficulty 1 mark plus example from study 2 marks.	2	4
2a	Any two from: average MA of white adults was 13, grading of European immigrants, average score of black men was 10.4. 1 mark each.	1+1	
2b	Questions based on American culture e.g. questions about food products, or the use of written tests which some illiterate recruits were unfamiliar with. 1 mark partially correct answer, 2 marks correct answer with sufficient detail.	1+1	4
3	Dolls don't think, demand characteristics, artificiality of experiment i.e. conducted by a strange experimenter away from children's normal environment. Lacks mundane realism i.e. test was strange and would not normally occur in daily life. Any two, 2 marks each with explanation.	2+2	4
4a	Partial definition of reliability 1 mark, 2 marks for full definition i.e. the extent to which a study/procedure/findings are consistent. Depends largely on whether study can be replicated.	2	
4b	Standardised procedure, large sample, structured procedure/measurement e.g. same prods/instructions/cover story used 2 marks with explanation. Also reference to numerous trials conducted, high number of participants displaying obedience.	2	4
5a	Doll choice technique partial description 1 mark, full description of questions asked 2 marks.	2	
5b	Society's attitudes influenced the children's racial preference supported by the difference in findings from the original study by Clarke and Clarke and the later study by Hraba and Grant. 2 marks for full explanation with reference to specific changes in findings.	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

Page 2	Mark Scheme Syllabus	
	AS/A LEVEL – JUNE 2004 9698	000
ction B	•	di
uestion	Description	Mark
6a	Description Outline one way in which each of these studies was unethical. Haney, Banks and Zimbardo (prison simulation) Schachter and Singer (emotion) Bandura, Ross and Ross (aggression) Rosenhan (sane in insane places) Emphasis on study. Answers must be related to named studies. One point from each study.	
	Indicative Content: guidelines broken: Zimbardo – deception, informed consent, withdrawal. Schachter and Singer – deception, physical harm from injection, stress withdrawal, informed consent. Bandura – consent (children) stress, changes to bel withdrawal. Rosenhan – damage to psychiatrists' careers, withdrawal, consent. 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. Identification of point relevant to question but not related to study or comment from study but no point about ethics.	0
	Description of point about ethics (comment without comprehension).	2
	As above but with analysis (comment with comprehension) of ethics. Max mark	3 10
	Emphasis on problem. Answers supported with named (or other) studies. Each per does not need a different study; can use same study.	
	does not need a different study; can use same study. Indicative content: demand characteristics, children cannot give informed consert payment reduces perception of ability to withdraw, not always opportunity to debrie deception can induce stress, making participants aware of the hypothesis reduces For each point up to a maximum of FOUR points Problem with study itself NOT related to conducting ethical research. Identification of problem related to conducting ethical research. Description of problem related to conducting ethical research. Description of problem related to conducting ethical research and applied effectively to study.	nt, if, validity 0 1 2 3
	does not need a different study; can use same study. Indicative content: demand characteristics, children cannot give informed consert payment reduces perception of ability to withdraw, not always opportunity to debrie deception can induce stress, making participants aware of the hypothesis reduces For each point up to a maximum of FOUR points Problem with study itself NOT related to conducting ethical research. Identification of problem related to conducting ethical research. Description of problem related to conducting ethical research and applied effectively to study. Max mark	nt, f, validity 0 1 2 3
6c	does not need a different study; can use same study. Indicative content: demand characteristics, children cannot give informed consert payment reduces perception of ability to withdraw, not always opportunity to debrie deception can induce stress, making participants aware of the hypothesis reduces For each point up to a maximum of FOUR points Problem with study itself NOT related to conducting ethical research. Identification of problem related to conducting ethical research. Description of problem related to conducting ethical research. Description of problem related to conducting ethical research and applied effectively to study. Max mark Can breaking ethical guidelines ever be justified? Give reasons for your answers.	ot, of, validity 0 1 2 3 10 swer.
6c	does not need a different study; can use same study. Indicative content: demand characteristics, children cannot give informed conserpayment reduces perception of ability to withdraw, not always opportunity to debrie deception can induce stress, making participants aware of the hypothesis reduces For each point up to a maximum of FOUR points Problem with study itself NOT related to conducting ethical research. Identification of problem related to conducting ethical research. Description of problem related to conducting ethical research. Description of problem related to conducting ethical research and applied effectively to study. Max mark Can breaking ethical guidelines ever be justified? Give reasons for your ans Emphasis on point. Answers supported with named study (or other) studies/evides	ot, of, validity 0 1 2 3 10 swer.
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6c	Indicative content: demand characteristics, children cannot give informed consert payment reduces perception of ability to withdraw, not always opportunity to debrie deception can induce stress, making participants aware of the hypothesis reduces For each point up to a maximum of FOUR points Problem with study itself NOT related to conducting ethical research. Identification of problem related to conducting ethical research. Description of problem related to conducting ethical research. Description of problem related to conducting ethical research and applied effectively to study. Max mark Can breaking ethical guidelines ever be justified? Give reasons for your ans Emphasis on point. Answers supported with named study (or other) studies/evide. One or two general statements which may be inaccurate, incomplete or muddled. 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	ot, validity 0 1 2 3 10 swer. ence. 1-2
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6c	Indicative content: demand characteristics, children cannot give informed conser payment reduces perception of ability to withdraw, not always opportunity to debrie deception can induce stress, making participants aware of the hypothesis reduces For each point up to a maximum of FOUR points Problem with study itself NOT related to conducting ethical research. Identification of problem related to conducting ethical research. Description of problem related to conducting ethical research. Description of problem related to conducting ethical research and applied effectively to study. Max mark Can breaking ethical guidelines ever be justified? Give reasons for your ans Emphasis on point. Answers supported with named study (or other) studies/evide. One or two general statements which may be inaccurate, incomplete or muddled. 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. 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. 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	0 1 2 3 10 swer. ence. 1-2 3-4

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	Page 3	Mark Scheme	Syllabus	
•	raye 3	AS/A LEVEL – JUNE 2004	9698	
			92	20
uestion		Description	Syllabus 9698 ed reductionist?	76
7a		How might each of these studies be considered	ed reductionist?	
		Sperry (split brain)		7
		Loftus and Palmer (eyewitness testi		
		Tajfel (intergroup categorisation Freud (Little Hans)	n)	
		Emphasis on study. Answers must be related to	named studies	
		One point from each study.	mamou otaanoo.	
		e content: Raine – physiological explanation of why peop		
		rain may change in structure due to experience and other		
		experiment to illustrate reliability of eyewitness testimony works in everyday life, real accidents involve much more		
		complex process of discrimination to simplistic exercise a		
		ation ignores role of attitudes and beliefs. Freud – focuse		
	phobias d	levelop i.e. unresolved unconscious conflicts.	•	
	-	For each point up to a maximum of FO	UR points	
		point up to a maximum of four studies er or incorrect answer.		0
		tion of point relevant to question but not related to study c	or comment from study	1
		pint about reductionism.	,	
		on of point about reductionism (comment without compre		2
	As above	but with analysis (comment with comprehension) about r		3
7b	Emphasi	re the strengths and weaknesses of using reductionis is on problem. Answers supported with named (or other) need a different study; can use same secontent: strengths - belos to explain complex process	studies. Each problem do study.	es not
7b	Indicative experiment behaviour	is on problem. Answers supported with named (or other)	st explanations in psychological studies. Each problem do study. es, easier to study behavious alternative explanations	logy? es not ur usir of
7b	Emphasi Indicative experimen	is on problem. Answers supported with named (or other) need a different study; can use same see content: strengths – helps to explain complex process nts can establish cause and effect. Weaknesses – ignore r, too simplistic, use of experiments can bring about demandance.	st explanations in psychological studies. Each problem do study. es, easier to study behavious alternative explanations and characteristics and less	logy? es not ur usii of
7b	Indicative experiment behaviour results.	is on problem. Answers supported with named (or other) need a different study; can use same see content: strengths – helps to explain complex process nts can establish cause and effect. Weaknesses – ignore	st explanations in psychological studies. Each problem do study. es, easier to study behavious alternative explanations and characteristics and less	logy? es not ur usir of
7b	Indicative experiment behaviour results. Problem versus psychological problem in the psychological pro	is on problem. Answers supported with named (or other) need a different study; can use same a e content: strengths – helps to explain complex process nts can establish cause and effect. Weaknesses – ignore r, too simplistic, use of experiments can bring about dema For each point up to a maximum of FOU with study itself NOT related to reductionist explanations a gy.	st explanations in psychological studies. Each problem does study. Les, easier to study behaviores alternative explanations and characteristics and less standard methods in	logy? es not ur usin of s valid
7b	Indicative experiment behaviour results. Problem versus psychological identifications.	is on problem. Answers supported with named (or other) need a different study; can use same see content: strengths – helps to explain complex process nts can establish cause and effect. Weaknesses – ignore r, too simplistic, use of experiments can bring about dema For each point up to a maximum of FOU with study itself NOT related to reductionist explanations agy. tion of problem related to reductionist explanations and/or	st explanations in psychology. studies. Each problem do study. es, easier to study behavious alternative explanations and characteristics and less alternative methods in psychology.	logy? es not ur usin of s valid 0
7b	Emphasi Indicative experime behaviour results. Problem v psycholog Identificat Description	is on problem. Answers supported with named (or other) need a different study; can use same see content: strengths – helps to explain complex process into can establish cause and effect. Weaknesses – ignored, too simplistic, use of experiments can bring about demandations and the study itself NOT related to reductionist explanations and/or of problem related to reductionist explanations and or of problem related to reductionist explanations and or of problem related to reductionist explanations.	st explanations in psychology. studies. Each problem do study. es, easier to study behavious alternative explanations and characteristics and less JR points and/or methods in r methods in psychology. methods in psychology.	logy? es not ur usin of s valid 0
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	Emphasis Indicative experiment behaviour results. Problem of psychological dentificate Description and applies and applies and applies are detail and with aneces A number There is a justify the Four points.	recontent: strengths – helps to explain complex process into can establish cause and effect. Weaknesses – ignore, too simplistic, use of experiments can bring about demandation of the problem related to reductionist explanations and/or of ed effectively to study. The alternative to reductionist approaches in psychology of general statements which may be inaccurate, incomplementations are made which are focused on the question of the have not supporting evidence. For four marks there may adotal evidence or vague reference to supporting psychology of points are made which are focused on question and a some supporting psychological evidence but there is little a points OR as for 7-8 marks but with only two points. Its (best four) are made which are focused on the question and a some supporting are made which are focused on the question and the points of the points of the points of the question and a some supporting psychological evidence but there is little apoints OR as for 7-8 marks but with only two points.	st explanations in psychological studies. Each problem does study. es, easier to study behaviores alternative explanations and characteristics and less and characteristics and less and/or methods in psychology. The methods i	logy? es not of s valid 1 2 3 10 answ 1-2 3-4
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			Car
Question	Mark Scheme AS/A LEVEL – JUNE 2004 Description Describe a possible use for the findings of each of these studies Piliavin, Rodin and Piliavin (subway Samaritans) Samuel and Bryant (conservation) Hodges and Tizard (social relationships) Raine, Buchsbaum and LaCasse (brain scans)	1	M
8a	Describe a possible use for the findings of each of these studies	5.	7
	Piliavin, Rodin and Piliavin (subway Samaritans)		
	Samuel and Bryant (conservation) Hodges and Tizard (social relationships)		
	Raine, Buchsbaum and LaCasse (brain scans)		
	Emphasis on study. Answers must be related to named studies.		
	One point from each study.		
	Indicative content: Piliavin – understanding and improving bystander behavior		
	Samuel and Bryant – formulating teaching schemes for young children, unders		g
	children's cognitive limitations. Hodges and Tizard – parenting skills and polici		
	adoption and foster care. Dement and Kleitman – understanding the relationsl sleep and dreaming, sleep cycles etc.	iip bet	weer
	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		1
	from study but no point about physiological processes.		
	Description of point about physiological processes (comment without		2
	comprehension). As above but with analysis (comment with comprehension) about physiologica	ı	3
	processes.		3
	Max m	ark	10
8b	What problems may psychologists have when they try to conduct useful		
	Emphasis on problem. Answers supported with named (or other) studies. Each does not need a different study; can use same study.	en prot	oiem
	Indicative content: ecological validity, ethics, valid measures, sample size, et	hnocer	ntric
	bias, demand characteristics etc.		1010
	For each point up to a maximum of FOUR points		
	Problem with study itself NOT related to ecological validity.		0
	Identification of problem related to ecological validity.		1
	Description of problem related to ecological validity.		2
	Description of problem related to ecological validity and applied effectively to		3
	study. Max m	ark	10
8c	Do you think some areas of psychological research are more useful that	n othe	rs?
	Give reasons for your answer.		
	Emphasis on point. Answers supported with named study (or other) studies/ One or two general statements which may be inaccurate, incomplete or muddle		
	General statements are made which are focused on the question but are basic		1-2 3-4
	lacking in detail and have no supporting evidence. For four marks there may be		J- T
	general statements with anecdotal evidence or vague reference to supporting		
	psychological evidence.		
	A number of points are made which are focused on question and are generally	,	5-6
	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.		7 0
	Four points (best four) are made which are focused on the question and are		7-8
	accurate. There is supporting psychological avidance with an attampt to water		
	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		
	the points. There is increased detail but the range of arguments is limited and		
	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.		9-10
	the points. There is increased detail but the range of arguments is limited and		9-10
	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. 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		9-10
	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. 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		9-10
	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. 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		9-10