

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the November 2005 question paper

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| 9698 PSYCHOLOGY | | |
| 9698/01 | Paper 1 (Core Studies 1) | maximum raw mark 100 |

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 November 2005 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 | Mark |
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| 1 | The study by Loftus and Palmer on eyewitness testimony involved two experiments. Give <u>two</u> differences between experiment one and experiment two. | | |
| | Any two from (or other possible answer) Exp 1 Participants had 5 words as conditions to the IV; exp 2 only 2. Exp 1 P's responded immediately; exp 2 p's delayed 1 week but never answer original Q. Exp 1 never asked the 'broken glass' Q; basic Q for exp 2. 45 p's in exp 1, 150 in exp 2 <p style="text-align: right;">1 mark partial, 2 marks full.</p> | 2+2 | [4] |
| 2 | From the review by Deregowski on the perception of pictures. | | |
| | (a) What was concluded about the learning (nurture) or inheritance (nature) of picture perception? | | |
| | All the evidence in the review suggests it is learned. <p style="text-align: right;">2 marks for correct answer.</p> | 2 | |
| | (b) What was concluded about pictures as a 'lingua franca' (universal language)? | | |
| | That pictures cannot be used as a universal means of communication because there are significant differences in the way pictures can be interpreted. <p style="text-align: right;">1 mark partial, 2 marks full.</p> | 2 | [4] |
| 3 | There is some discussion about the study by Gardner and Gardner about whether Washoe actually learned <i>language</i> or whether she just <i>communicated</i> through imitated gestures. Give <u>two</u> reasons that suggest Washoe learned language. | | |
| | Most likely answers: Washoe was able to generalise a sign to new contexts; Washoe could differentiate; Washoe showed sentence combinations. 1 mark if a feature e.g. semanticity, 2 marks full e.g. semanticity described. | 2+2 | [4] |
| 4 | From the study on conservation by Samuel and Bryant: | | |
| | (a) Describe what is meant by the term 'conservation of number'. | | |
| | Most likely answer: children understand that a number of items such as coins remain the same number even though the way in which they are arranged may change. <p style="text-align: right;">1 mark partial, 2 marks full.</p> | 2 | |
| | (b) Give <u>one</u> finding related to the conservation of number. | | |
| | Most likely answer: children make fewer errors with number than mass or volume; younger children make more errors than older children on the conservation of number. <p style="text-align: right;">1 mark partial, 2 marks full.</p> | 2 | [4] |

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| 5 Give <u>two</u> findings from the study by Bandura, Ross and Ross on the imitation of aggression. | | |
| <p>Most likely:</p> <ol style="list-style-type: none"> The children who saw the aggressive model made more aggressive acts than the children who saw the non-aggressive model. Boys made more aggressive acts than girls. Boys in the aggressive conditions showed more aggression if the model was male than if the model was female. The girls in the aggressive conditions also showed more physical aggression if the model was male but more verbal aggression if the model was female. Others such as imitative and non-imitative. Gun play. <p style="text-align: right;">1 mark partial, 2 marks full.</p> | 2+2 | [4] |
| 6 The study by Hodges and Tizard on social relationships is a longitudinal study. Give <u>two</u> problems Hodges and Tizard faced when conducting their longitudinal study. | | |
| <p>Any two from: participant attrition; Hodges & Tizard may become attached to P's and bias results; cannot generalise from study started 16 years earlier to kids born at time of publication. (Other appropriate answers acceptable.) 1 mark max if problem is not longitudinal.</p> <p style="text-align: right;">1 mark partial, 2 marks full.</p> | 2+2 | [4] |
| 7 The study by Dement and Kleitman on sleep and dreaming was conducted in a controlled laboratory environment. Outline <u>two</u> controls which ensured the procedure was the same for each participant. | | |
| <p>Most likely: all eat normally but no alcohol or caffeine; all have electrodes attached to head; all woken by doorbell next to bed; all used recording device next to bed. Other appropriate answer acceptable.</p> <p style="text-align: right;">1 mark partial, 2 marks full.</p> | 2+2 | [4] |
| 8 From the study by Milgram on obedience: | | |
| (a) What was the original aim of the study? | | |
| <p>To test the 'Germans are different' hypothesis. Hitler could not have put plans into action without obedience of 000's and that Germans have a personality defect – readiness to obey authority without question.</p> <p style="text-align: right;">1 mark partial, 2 marks full.</p> | 2 | |
| (b) What did Milgram conclude from his findings? | | |
| <p>Most likely answer: that the Germans are not different; that people do obey authority without question – including those in the United States. 26/40 went to 450 volts and 'killed' another person.</p> | 2 | [4] |

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| 9 In the study by Schachter and Singer on emotion: | | | |
| (a) Outline <u>one</u> method that was used to record the responses of the participants. | | | |
| 1. standardised observation through a one-way mirror 2. self report on a number of scales. 1 mark identification, 1 mark for description (however brief). | 1+1 | | |
| (b) What advantage did the use of <u>one</u> of these methods give to the study? | | | |
| Observation allows observers to record actual behaviours of participants. Self reports allow participants to say what they think about what goes on. 1 mark partial, 2 marks full. | 2 | | [4] |
| 10 All studies in psychology raise ethical issues. Outline <u>two</u> ethical issues in the prison simulation study by Haney, Banks and Zimbardo. | | | |
| Most likely from a long list including: deception, consent, right to withdraw, etc. Answer must identify issue and give an example for 2 marks. Repeated. | 2+2 | | [4] |
| 11 In the experiment by Tajfel on intergroup categorisation, there were three choices: maximum joint profit, maximum in-group profit and maximum difference. | | | |
| (a) Of the three choices, which did the boys make? | | | |
| Three choices: maximum joint profit, maximum difference, maximum in-group profit. Boys chose maximum difference. 2 marks for correct answer. | 2 | | |
| (b) What does this choice tell us about the behaviour of the boys? | | | |
| Most likely: they are ethnocentric and prefer to maximise difference between groups even though they could have had a greater reward. 1 mark partial, 2 marks full for each. | 2 | | [4] |
| 12 In the study by Gould on intelligence testing. | | | |
| (a) Name <u>two</u> of the three types of test given to the army recruits. | | | |
| Army alpha, army beta, spoken interview. Variations of alpha or beta also acceptable. 1 mark for naming any two. | 2 | | |
| (b) Describe <u>one</u> reason why most recruits performed poorly on the tests. | | | |
| Could not read, could not write, given the wrong test, etc. 1 mark partial, 2 marks full. | 2 | | [4] |

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| 13 From the study by Hrabá and Grant on doll choice: | | |
| (a) What is meant by the term ethnocentrism? | | |
| Tendency to under-value out-group (1 mark) and over-value in-group (2 nd mark). Must have 2 parts for 2 marks. | 2 | |
| (b) Give <u>two</u> ways in which the children were ethnocentric. | | |
| White children preferred to play with the white doll (Q1); thought that the white doll was a nice doll (Q2). Thought the black doll looked bad (Q3). Black children same as above but for black doll. On Q4 black children believe black is a nice colour (no diff for whites). 1 mark partial, 2 marks full. | 2 | [4] |
| 14 In the study by Rosenhan (sane in insane places): | | |
| (a) Who were the pseudopatients? | | |
| Most likely: people who volunteered to claim they were hearing voices when they were not. Specifics not needed (e.g. 3 psychologists, 1 housewife, etc). 2 marks for correct answer. | 2 | |
| (b) Who were the participants? | | |
| Most likely: doctors (psychiatrists), nurses and ward attendants at the various mental hospitals. 2 marks for correct answer. | 2 | [4] |
| 15 Thigpen and Cleckley (multiple personality disorder) used a number of tests: | | |
| (a) Identify <u>one</u> psychometric test and <u>one</u> projective test that were used in the study. | | |
| Most likely psychometric = IQ test. Projective test = Rorschach test. 1 mark for naming each. Allow memory, not EEG. | 2 | |
| (b) Describe the findings of either the psychometric or the projective test. | | |
| Most likely: IQ eve white IQ 110, eve black 104 Projective: Repression in eve white; regression in eve black. 1 mark partial, 2 marks full. | 2 | [4] |

Partial/full answer

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| 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 | Description | marks |
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| 16 | The physiological approach considers how our hormones, nervous system and functions of the brain interact to determine our behaviour and experience. | |
| | Schachter and Singer (emotion). Raine, Buchsbaum and LaCasse (brain scans). Sperry (split brain). | |
| (a) | Describe what physiological processes are measured in your chosen study. | |
| | Schachter: interaction of physiological functions (e.g. adrenaline and effects this hormone has on body) and cognitive functions. Raine: functions of various parts of the brain such as amygdala in emotion. Sperry: hemispheric lateralisation and all that encompasses e.g. visual pathways from LVF/RVF to visual cortex. Functions of corpus callosum and transfers between hemispheres. | |
| | No answer or incorrect answer. | 0 |
| | Anecdotal evidence, general statements, minimal detail, minimal focus. | 1-3 |
| | Attempt to outline some of main findings though with omission of detail or lack of clarity (comment with some comprehension). | 4-6 |
| | Main findings identified and described in good detail. Outline is clear, focused and well expressed. Good selection of findings. | 7-10 |
| | max mark. | [10] |
| (b) | Outline the main findings of your chosen study. | |
| | Schachter: P's in a state of physiological arousal for which there is no immediate explanation will label that state in relation to cognitions available (such as how another person behaves). This happened in epi mis and epi ign groups. It did not happen in epi inf and placebo groups. Raine: NGRI less activity in prefrontal and parietal areas, more in occipital, no difference in temporal. Sperry: lots of results. Main: those presented with image to one half of visual field could only recognise it if it was presented to same visual field. If presented to opposite, p's respond as if it has never been seen. | |
| | No answer or incorrect answer. | 0 |
| | Anecdotal description of generalisations, brief detail, minimal focus. | 1-3 |
| | Appropriate generalisations identified, description shows some understanding. Some detail and expansion of generalisations. | 4-6 |
| | Appropriate generalisations identified. Description is clear, has good understanding, is focused and well expressed. Good detail, each generalisation explained fully. | 7-10 |
| | max mark. | [10] |

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| (c) Using your chosen study as an example, what are the strengths and weaknesses of the physiological approach? | |
| <p>Adv – use of recording devices allows precise and accurate measurements. Adv – data is objective/'scientific' and so replication and comparison. Adv – human physiology is the same in all cultures. Not influenced by learning or other factor. Disadv – equipment may be imprecise and give false readings. Disadv – study will reduce ecological validity – must be done in lab. Disadv – is reductionist – not always good to isolate specific functions. Humans more than physiology.</p> | |
| No answer or incorrect answer. | 0 |
| Anecdotal description, brief detail, minimal focus. Very limited range. Description may be inaccurate, incomplete or muddled. | 1-3 |
| Advantages or disadvantages only which are focused on question. For 4 marks as for 6-7 mark band. For 5 marks as for 8-10 mark band. | 4-5 |
| Several advantages and disadvantages which are focused on question. Description is good with reasonable understanding. Some detail and expansion of key features. | 6-7 |
| Balance of advantages and disadvantages which are focused on question. Description is detailed with good understanding and clear expression. The arguments are well considered and reflect understanding which extends beyond the specific study. | 8-10 |
| max mark. | [10] |
| (d) Suggest an alternative way of gathering data for your chosen study and say what effect, if any, this would have on the results. | |
| No answer or incorrect answer. | 0 |
| Anecdotal suggestion, brief detail, minimal reference to question. Description may be inaccurate, incomplete or muddled. | 1-3 |
| Some appropriate suggestions which are focused on question. Description shows some understanding. Some detail and expansion of aspects allowing generalisation. | 4-6 |
| Range of appropriate suggestions which are focused on question. Description is detailed with good understanding and clear expression. The changes are well considered and reflect understanding of the area in question. | 7-10 |
| max mark. | [10] |

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| 17 | Psychological research is often conducted in everyday environments such as the home, school or on the way to work. |
| | Freud (little Hans). Baron-Cohen, Leslie and Frith (autism). Piliavin, Rodin and Piliavin (subway Samaritans). |
| | (a) Describe the everyday environment that was used in your chosen study. |
| | Baron-Cohen: done in school of children – good as a familiar environment Freud: little Hans observed at home Piliavin: done on subway – layout of carriage |
| | No answer or incorrect answer. 0 |
| | Anecdotal evidence, general statements, minimal detail, minimal focus. 1-3 |
| | Attempt to outline some of main findings though with omission of detail or lack of clarity (comment with some comprehension). 4-6 |
| | Main findings identified and described in good detail. Outline is clear, focused and well expressed. Good selection of findings. 7-10 |
| | max mark. [10] |
| | (b) Outline the main findings of your chosen study. |
| | Baron-Cohen: theory of mind is not related to intelligence or age/development. Freud: what are the main findings? Phallic stage, oedipus complex, basis of phobias? Piliavin: cane helped more than drunk; helping very evident, models not needed. Same race helping. |
| | No answer or incorrect answer. 0 |
| | Anecdotal description of consent, brief detail, minimal focus. 1-3 |
| | Appropriate aspect identified, description shows some understanding. Some detail and expansion of consent. 4-6 |
| | Appropriate aspect identified. Description is clear, has good understanding, is focused and well expressed. Good detail, each aspect explained fully. 7-10 |
| | max mark. [10] |

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| (c) Using your chosen study as an example, what are the advantages and disadvantages of carrying out studies in everyday environments? | |
| <p>Adv – participants familiar with surroundings and comfortable more likely to relax.</p> <p>Adv – behaviour is more likely to be natural.</p> <p>Adv – external influences will be as usual e.g. noises. Ecological validity high.</p> <p>Disadv – more difficult to control all variables.</p> <p>Disadv – lower reliability – if repeated may get different results.</p> <p>Disadv – may be difficult to isolate behaviour and remove usual noises and distractions.</p> | |
| No answer or incorrect answer. | 0 |
| Anecdotal description, brief detail, minimal focus. Very limited range. Description may be inaccurate, incomplete or muddled. | 1-3 |
| Advantages or disadvantages only which are focused on question. For 4 marks as for 6-7 mark band. For 5 marks as for 8-10 mark band. | 4-5 |
| Several advantages and disadvantages which are focused on question. Description is good with reasonable understanding. Some detail and expansion of key features. | 6-7 |
| Balance of advantages and disadvantages which are focused on question. Description is detailed with good understanding and clear expression. The arguments are well considered and reflect understanding which extends beyond the specific study. | 8-10 |
| max mark. | [10] |
| (d) Suggest an alternative way of gathering data for your chosen study and say what effect, if any, this would have on the results. | |
| No answer or incorrect answer. | |
| No answer or incorrect answer. | 0 |
| Anecdotal suggestion, brief detail, minimal reference to question. Description may be inaccurate, incomplete or muddled. | 1-3 |
| Some appropriate suggestions which are focused on question. Description shows some understanding. Some detail and expansion of aspects, with consideration of effect on results. | 4-6 |
| Range of appropriate suggestions which are focused on question. Description is detailed with good understanding and clear expression. The changes are well considered and reflect understanding of the area in question. Consideration of effect on results if appropriate. | 7-10 |
| max mark. | [10] |