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Psychology

9698

8698



STANDARDS BOOKLET FOR PSYCHOLOGY

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INTRODUCTION

General

It is worth starting with a few comments about the philosophy which underlies this examination. Put simply, the aim is to set examinations on the syllabus which candidates 'can do'. This means that candidates who have been taught the syllabus in the way it is intended and those who have prepared for the examination appropriately will feel satisfaction that they were able to demonstrate to the examiners what they had learned. All examination papers try to be as clear and as helpful as they possibly can be and have associated mark schemes that allow the achievement of maximum marks. The belief is that at this level students **should** be able to achieve maximum marks.

It is to be hoped that the sample of answers, marks, and comments included in this booklet will be useful in showing the style required and how the mark schemes work. Specifics on the requirements of each paper follow.

Paper 1 Core Studies 1

In Paper 1, the aim of **Section A** is to test a candidate's knowledge and understanding of the core studies. It will examine his or her ability to make evaluative points about the studies and his or her ability to see the studies in the wider perspective of psychological concepts and methods. Reference to page 7 of the syllabus will give an indication of the nature of the questions appearing in this section. Five sample answers have been included for this section.

Questions in **Section B** require the candidate to think about and apply what he or she knows about general methodological issues to a specific study. Question part **(a)** requires the candidate to describe some information about his or her chosen study. Question part **(b)** requires the candidate to relate the study to a particular methodological issue. Question part **(c)** goes even further, asking candidates to think about how changes to the study relate to the issue raised. One sample answer is included for this section.

Paper 2, The Core Studies 2

In Paper 2, the aim of **Section A** is to test candidates' knowledge and understanding of the core studies. It will draw out and apply the themes and perspectives in the course to the core studies. The

themes and perspectives to which all questions on this paper relate appear on pages 7 and 8 of the syllabus. Three sample answers have been included for this section.

Questions in **Section B** require candidates to think about and apply what they know about the themes and perspectives. Question part **(a)** requires candidates to write about how the four listed studies relate to the question. Up to three points can be gained for each study. (This gives a mark out of 12 reduced to 10, which gives more candidates more opportunity to score high marks. This mark scheme applies to all Section B essays). Question part **(b)** requires candidates to think beyond the studies by asking them how the core studies relate to a particular issue. Question part **(c)** goes even further and is a little more philosophical, asking candidates to make points about the wider issues raised. Here there does not have to be one point per study; any four appropriate points is sufficient. One sample answer is included for this section.

Paper 3, The Specialist Choices

For the whole paper candidates will be required to answer **two** Section A questions (one from each of the two chosen options) and **two** Section B questions (one from each of the two chosen options). Section A questions will be taken from any of the individual subsections of the syllabus (see pages 13-17 of the syllabus) and Section B questions will be taken from the major sections of the syllabus.

In Paper 3 the emphasis is on skills rather than content/information and the examination mark scheme rewards candidates who demonstrate skills. Candidates who reproduce information 'parrot-fashion' and who do not demonstrate skills are unlikely to achieve high marks. Candidates should acquire knowledge skills such as *understanding* and evaluative skills such as *debating issues*, *analysing and presenting evidence* for their argument, *comparing and contrasting* that evidence and *structuring* their answers logically.

For Paper 3 the sample answers have been chosen as illustrators of various marks. This means there will be excellent, good and poor answers from both Sections A and B. This should prove to be more useful than merely including a sample answer from each section of each option. All answers are fully labelled and an indication is given as to how questions are taken from sections of the syllabus.

All the answers have been written under examination conditions and include original errors of grammar, spelling and punctuation.

QUESTIONS AND RESPONSES

Paper 8698/1 and 9698/1 Psychology: The Core Studies 1

SECTION A:

Question 2

- (a) *What are autistic children unable to do in the Sally-Anne Test?* [2]
(b) *What reasons do Baron-Cohen, Leslie and Frith give for this failure?* [2]

Individual Candidate Response

Candidate A

- (a) The belief question, they can't appreciate that the marble has been moved without the dolls knowledge.
(b) The reason given is that the child has no theory of mind.

Candidate B

- (a) Place the marble where it was to start with.
(b) cannot perceive from the dolls view only from their own.

Examiner Comment

Candidate A

The candidate is correct in stating that autistic children are unable to do the belief question. The reason for this is that Baron-Cohen et. al. argue that autistic children have no theory of mind. Entirely correct answer with no irrelevance.

Marks awarded = (a) 2 out of 2, (b) 2 out of 2
[Total = 4 out of 4 marks]

Candidate B

The candidate is incorrect. Autistic children are not asked to place the marble anywhere. Autistic children answer the three other questions correctly, including the memory question.

For part (b) the candidate is correct as the reference is to theory of mind.

Marks awarded = (a) 0 out of 2, (b) 2 out of 2
[Total = 2 out of 4 marks]

Question 4

In the Milgram study on obedience, the subjects were observed to show a lot of tension.

- (a) Give one example of the behaviour of the subjects that indicated extreme tension. [2]
- (b) Milgram suggested that the tension was caused by the conflicts produced by the study. Outline one of these conflicts. [2]

Individual Candidate Response

Candidate A

- (a) Within 20 minutes a businessman was reduced to a twitching, stuttering wreck, who was rapidly approaching nervous collapse.
- (b) going against their own beliefs that they could cause extreme pain to another human being.

Candidate B

- (a) The subjects were hesitant as to continue and kept talking to the experimenter e.g. 'he's not making any noise'.
- (b) One conflict is that they were paid to do the study and therefore felt the need to continue. This increased the tension because they felt pressured.

Examiner Comment

Candidate A

The answer to (a) is entirely correct. In fact, this answer is nearly word-for-word from the Milgram study. Impressive, but direct quotes are not needed.

For part (b) the candidate correctly identifies one conflict.

Marks awarded = (a) 2 out of 2, (b) 2 out of 2
[Total = 4 out of 4 marks]

Candidate B

The candidate is partially correct in (a). The question requires signs of extreme tension and whilst what the candidate writes is not extreme tension it is worth some credit.

For part (b) the candidate answers the question with an appropriate conflict (even though it is different from that of candidate A).

Marks awarded = (a) 1 out of 2, (b) 2 out of 2
[Total = 3 out of 4 marks]

Question 6

- (a) Piliavin's study refers to 'diffusion of responsibility'. What does this term mean? [2]
- (b) What did the study show us about diffusion of responsibility? [2]

Individual Candidate Response

Candidate A

- (a) Diffusion of responsibility occurs when many people witness a situation which requires assistance. It means that the responsibility each person feels to help is reduced by being diffused into everyone else watching. eg there are plenty of other people who could help better than me.
- (b) It showed us that if people are in a face-to-face situation from which they can't look away or escape from others then it is unlikely to occur as in this study.

Candidate B

- (a) diffusion of responsibility is thinking that someone else will do it.
- (b) The person on the subway would again wait for someone else to help, if there were not many people about, fear of their own safety may have stopped some helping, the bystander calculates and they weigh up the pros and cons of helping.

Examiner Comment

Candidate A

The candidate provides an accurate explanation in (a) which is worth full marks.

For part (b) the candidate also provides a clear and correct explanation.

Marks awarded = (a) 2 out of 2, (b) 2 out of 2
[Total = 4 out of 4 marks]

Candidate B

The candidate is partially correct in (a) and the answer is worth some credit even though so much more could be said.

For part (b) the candidate is incorrect as the reference is to a cost/benefit analysis and not diffusion of responsibility.

Marks awarded = (a) 1 out of 2, (b) 0 out of 2
[Total = 1 out of 4 marks]

Question 8

In Bandura's study on aggression, the researchers observed the 'imitative aggression' (copying the behaviour of the model) and the 'non-imitative aggression' of the children.

- (a) Give one example of imitative aggression and one example of non-imitative aggression in the study [2]
- (b) Why did the researchers look at both types of aggression? [2]

Individual Candidate Response

Candidate A

- (a) Imitative – hitting bobo doll with mallet. Non-imitative – using other toys aggressively such as aggressive gun play.
- (b) so they could tell whether aggressive behaviour had been sparked off by the study or whether the children were already aggressive and would be aggressive with all the toys.

Candidate B

- (a) imitative aggression is sitting on bobo doll. Non-imitative aggression is having a male and female model to observe.
- (b) They looked at both types of aggression, verbal and physical to see which type the children would be most likely to follow, also both types of aggression are seen on tv and within everyday life.

Examiner Comment

Candidate A

The first part of the answer to (a) is correct as this is exactly what the model did to the bobo doll. The second part is also correct as some children did behave aggressively with the gun, despite the model not touching the gun at all. Both answers would need to be correct (as in this case) for full marks to be achieved.

For part (b) the answer is correct and scores maximum marks.

Marks awarded = (a) 2 out of 2, (b) 2 out of 2
[Total = 4 out of 4 marks]

Candidate B

The first part of the answer to (a) is correct as, again, this is exactly what the model did to the bobo doll. The second part is not correct as the candidate describes a part of the procedure rather than non-imitative aggression. A partially correct answer achieves one mark.

For part (b) the candidate does not answer the question set. However, as the experimenters did indeed look at both physical and verbal aggression the answer is worth some credit.

Marks awarded = (a) 1 out of 2, (b) 1 out of 2
[Total = 2 out of 4 marks]

Question 10

From the Schachter and Singer study on emotion

(a) What are the effects of adrenaline (epinephrine) on a person ?

[2]

(b) According to the two factor theory, what will be the response of an individual who has artificially increased her level of adrenaline (by, for example, taking a drug), but is unaware of the effects of the physical effects of adrenaline?

[2]

Individual Candidate Response

Candidate A

(a) adrenaline produces arousal.

(b) as the two factor theory says there is a physiological component and a cognitive component a person who does not know the effects is unsure how to behave and so is more likely to copy the behaviour of others.

Candidate B

(a) adrenaline makes them active and speeds up heart rate.

(b) if the person is unaware of the effects of adrenaline the arousal will probably cause nervousness and anxiousness.

Examiner Comment

Candidate A

The first part of the answer, to (a), is correct but is too vague; more is needed for two marks.

For part (b) the answer is correct and scores maximum marks.

Marks awarded = (a) 1 out of 2, (b) 2 out of 2
[Total = 3 out of 4 marks]

Candidate B

Part (a) of the answer is also too vague, with more being needed.

For part (b) the candidate provides a logical answer, and so the answer is worth a mark. However, as the answer does not acknowledge the cognitive factor it does not gain full marks.

Marks awarded = (a) 1 out of 2, (b) 1 out of 2
[Total = 2 out of 4 marks]

SECTION B:

Question 16

A number of the Core Studies take a comparative or biological approach to the study of psychological processes. The comparative approach attempts to observe the behaviour of animals and look for parallels to human behaviour. The biological approach attempts to explain human behaviour by describing the biological processes that structure our lives.

Choose any one of the studies presented in the list below and answer the questions which follow.

Gardner and Gardner (Washoe)
Schachter and Singer (emotion)
Raine, Buchsbaum & LaCasse (brain scans)

- (a) Outline the main findings from your chosen study. [10]
- (b) Describe what this study tells us about comparative or biological processes and evaluate the problems psychologists have when they investigate comparative or biological processes. [20]
- (c) What strengths and weaknesses of the theoretical parts of the comparative or biological approaches are highlighted in your chosen study? [10]

General Comment

Although this question appears in three parts, (a), (b) and (c) it is, in effect, in four parts. This is because question part (b) is a 'double' question and is worth 20 marks. In fact, if the wording of the question is looked at carefully it can be seen that there are really two questions asked. Candidates need to be aware that they must answer both parts of the question.

Individual Candidate Response

answer part (a) In the study by Gardner and Gardner on teaching sign language to a chimpanzee, they found that Washoe could make thirty signs. She could join signs together, for example "gimme tickle" and used the same sign for all dogs.

Examiner Comment

This answer is very brief, with not very much said by the candidate at all. According to the mark scheme 1-3 marks states 'general statements, minimal detail and minimal focus'. 4-6 marks states 'attempt to outline some of the main findings, some omission of detail and some lack of clarity, outline has a focus and is well expressed.' This candidate does not have sufficient for 4 marks but does have enough for 3 marks.

Marks awarded for part (a) = 3 out of 10

Individual Candidate Response

Answer part (b) The study on Washoe can be compared to how humans acquire language and can help us understand the processes we learn to do this.* Gardner and Gardner had the problem of Washoe herself. Like a human child, she required attention twenty-four hours a day. Also, after the experiment there was the problem of what they would do with Washoe.

Examiner Comment

In response to the first part of the question, 'Describe what this study tells us about comparative or biological processes', the candidate has not written very much at all. [His or her answer to this question part ends at the asterisk *]. This question part scores only 2 marks.

Marks awarded for first part (b) = 2 out of 10

In response to the second part of the question, 'Evaluate the problems psychologists have when they investigate comparative or biological processes', the candidate has again written very little. Two problems are mentioned which takes the answer into the 4-6 mark band. However there is not a lot of detail, the candidate does not express him/herself well and shows very little understanding. This question part scores 4 marks.

Marks awarded for second part (b) = 4 out of 10

[Marks awarded for part (b) in total = 6 out of 20]

Individual Candidate Response

Answer part (c) In the Gardner and Gardner study there are different points to using animals to compare against humans. Because there are no demand characteristics with animals, this means the results given are a true representation. Using animals can also be seen as unethical because they have no way to withdraw. Because chimpanzees are very close in their DNA to humans this also has an advantage and disadvantage. It means that we can use them to represent a nearly human result, but does this mean they have ethical rights like humans too? Gardner and Gardner could have changed their experiment to look at how young children gain language. This would have given a true sample of humans, because animals are not humans and we are much more complex than them, so can we really be compared to them?

Examiner Comment

The candidate does not answer the question directly. Whereas a good answer would consider a number of strengths and weaknesses and make each explicit, this candidate makes a number of points but they are vague and lack explanation. Despite this, the candidate does make reference to a number of points, although the points made are concerned with little more than ethical issues.

Marks awarded for part (c) = 3 out of 10

General Comment

Not a very impressive answer. Generally the answer is very brief and the candidate does not go beyond the basics of an answer. Frequently the question is not answered directly.

Total marks awarded for question = 12 out of 40 marks

QUESTIONS AND RESPONSES

Paper 8698/2 and 9698/2 Psychology: The Core Studies 2

SECTION A:

Question 2

Psychologists sometimes make the distinction between situational and individual explanations of behaviour. Consider the Milgram study and answer the questions which follow.

- (a) Give a situational explanation for the behaviour of the teachers. [2]
- (b) Give an individual explanation for the behaviour of the teachers. [2]

Individual Candidate Response

Candidate A

- (a) The teacher had gone to the University laboratory to do a study and because it was an important place with professors they did not want to disappoint the experimenters.
- (b) It may have been, although it is unlikely, that the teacher liked giving electric shocks. they may have been a mass murderer on the loose!

Candidate B

- (a) The situation they were in made them respond like they did.
- (b) the prods given by the experimenter made them do what they were told.

Examiner Comment

Candidate A

This answer to (a) is entirely correct. Any answer referring to the situation (such as the university setting) the authority of the academics or demand characteristics would be sufficient for full marks.

For part (b) the candidate is again entirely correct. Any answer that considers the individual person and not the situation receives credit. Both answers are of an appropriate length and have sufficient detail.

Marks awarded = (a) 2 out of 2, (b) 2 out of 2
[Total = 4 out of 4 marks]

Candidate B

The first part of the answer,(a), is too vague and does nothing more than repeat the question; reference to some aspect of the situation is needed.

For part (b) the candidate provides an answer which refers to an individual explanation and so receives appropriate credit.

Marks awarded = (a) 0 out of 2, (b) 2 out of 2
[Total = 2 out of 4 marks]

Question 4

- (a) Briefly outline one aspect of the study by Haney, Banks and Zimbardo (prison simulation) that added to its ecological validity. [2]
- (b) Briefly outline one aspect of the study that challenged its ecological validity. [2]

Individual Candidate Response

Candidate A

- (a) The subjects were arrested at their homes by the local police.
- (b) none of the participants had any experience of crime – they were not criminals and they had never been to prison so they did not know what it was like.

Candidate B

- (a) ecological validity is whether or not the study is true to real life. This could be to do with the way participants are treated, the procedure, what they are asked to do, the place in which the study is carried out and other things like this. Many people argue that all studies should be ecologically valid but I don't think they should, sometimes it is impossible to study real life properly.
- (b) There were many things that were ecologically valid such as the arrest, the mock prison, the prisoners and guards uniforms.

Examiner Comment

Candidate A

This answer is entirely correct. There is not much detail but from what is written the candidate understands what ecological validity is and how it applied to this study.

For part (b) the candidate is again entirely correct and full marks are awarded.

Marks awarded = (a) 2 out of 2, (b) 2 out of 2
[Total = 4 out of 4 marks]

Candidate B

The first part of the answer, to (a), is a good explanation of what ecological validity is but it does not answer the question. There is no reference to the Haney et. al. study at all and this is needed for any marks to be awarded. The answer is quite long, and, as it is incorrect, valuable time has been wasted.

For part (b) the candidate provides an answer which would have gained marks for question part (a) where only one aspect was required. Despite this answer being correct for part (a) the candidate intended it to be an answer to question part (b) and so the answer cannot be transferred to part (a) and no credit is given.

Marks awarded = (a) 0 out of 2, (b) 0 out of 2
[Total = 0 out of 4 marks]

Question 5

- (a) What do you understand by the term 'reductionism'? [2]
- (b) Give an example of a reductionist explanation from either the study by Baron-Cohen, Leslie and Frith (autism) or the study by Tajfel (ethnocentrism). [2]

Individual Candidate Response

Candidate A

- (a) This is when psychologists explain complex behaviour by reducing it to simple components.
- (b) Tajfel argues that any aspect of prejudice and discrimination can be explained by categorisation of people into in and out groups.

Candidate B

- (a) Reductionism is making things smaller – like when my mum washes my large clothes in hot water they come out smaller.
- (b) Baron-Cohen believe all the features of autism can be explained by having no theory of mind.

Examiner Comment

Candidate A

Another correct answer to (a) which receives maximum marks. This is a good definition using the candidate's own words which is preferable to the rote learning of definitions.

For part (b) the candidate is again entirely correct and full marks are awarded.

Marks awarded = (a) 2 out of 2, (b) 2 out of 2
[Total 4 out of 4 marks]

Candidate B

The first part of the answer, (a), is nothing more than a common-sense guess but it is correct. More explanation would lead to more marks. Although amusing, examples must be psychological rather than anecdotal. For part (b) the candidate provides a reasonable answer but one which is not entirely correct. One mark awarded.

Marks awarded = (a) 1 out of 2, (b) 1 out of 2
[Total = 2 out of 2 marks]

SECTION B:

Question 6

When psychologists carry out research they need to think about the ethical implications of their work. Some of the issues they should consider are listed below.

Consent: Have the subjects (participants) of the study made an informed consent to take part?

Deception: Have the subjects (participants) been deceived?

Debriefing: Have the subjects (participants) been effectively debriefed?

Withdrawal from the investigation : Are the subjects (participants) clear that they can withdraw from the study at any time without penalty or scorn?

Protection of participants: Investigators must protect subjects (participants) from physical and mental harm during the investigation.

Observational research: Unless the subjects (participants) give their consent to being observed, observational research must only take place where those observed could normally expect to be observed by strangers.

Colleagues: Psychologists should take action if they believe that any of the above principles are being violated by a colleague.

The problem is whether it is possible to carry out any ethical research at all in psychology.

Using the studies listed below, answer the questions which follow.

Gardner & Gardner (project Washoe)

Milgram (obedience)

Tajfel (categorisation)

Rosenhan (sane in insane places)

(a) Choose **four** of the ethical principles described and give examples from the studies listed above to show how these principles have been broken by psychologists. Use a different study for each principle. [10]

(b) Discuss what has been learned from these studies and whether it was worth breaking the ethical guidelines for this knowledge. [10]

(c) Making reference to possible changes to these studies, assess whether it is possible to conduct any ethical research in psychology. [10]

Individual Candidate Response

Answer part (a)

Consent – the Gardner and Gardner study of Washoe could not have made an informed consent to take part because the subject being an chimpanzee could not have actively communicated to say whether it wanted to take part or not.

Deception – the Milgram study of obedience, the participants had been told that the administrative shocks were harming the 'victim' when in fact they were not. This was clearly deceiving the participants and thinking they had harmed another human being.

Protection of participants – The Rosenhan study of 'being sane in insane places' may well have protected all subjects from physical harm during the investigation but one subject remained in the hospital much longer and the long term effects of mental abuse may well appear. As he was mixing with those who were insane for such a length of time there must have been an effect on him mentally.

Observational research – The Tajfel study of categorisation showed that each group being observed didn't know they were being observed by one another. No consent was given as they didn't know.

Examiner Comment

Following the mark scheme, each point is marked separately. The best four points are credited.

First– what is said about Washoe is good but the answer does not make the link explicitly. It is bland with little clarification or detail. 2 marks out of 3

Second– this is good because it is related directly to the study. 3 marks out of 3

Third– this is also good. Some people argue that the pseudopatients (as people working for Rosenhan) were not the target, the psychiatrists were and so what happened to the pseudopatients is irrelevant. However, Rosenhan should have fully prepared his helpers and should have ensured they were protected. As a result this point is fine and is awarded 3 marks out of 3

Fourth– the Tajfel study was not observational.

no marks are awarded here

Marks awarded for part (a) = 8 out of 10

Individual Candidate Response

Answer part (b) It was worth breaking the rules in the Washoe study because it had no harm on him whatsoever. Washoe was being taught American Sign Language in order to communicate with human beings therefore it was worth breaking this ethical guideline as we have stepped closer in developing communication with animals and humans.

However in the Milgram experiment it was wrong to deceive the subjects into believing they were administering electric shocks but at the same time, the subjects were told they could withdraw from the experiment at any time they wished to do so. We did learn from the Milgram study that people will obey someone in an authoritative figure and to the extent they will go before stopping what they are doing. The Milgram study was done probably because if people were asked beforehand about obedience and the electric shocks they would probably have said "I wouldn't have gone that far" so maybe this was the only way of finding out truthfully even if it was wrong to deceive them.

The Rosenhan study showed that if you are sane you can feign symptoms to be classed as insane but the experiment did not justify the findings. Either any of the participants could have been subjected to physical abuse at any time whilst in the hospital and it wasn't fair to place them in such a high risk factor. Even though no-one was hurt, the findings were not justifiable for the study to go ahead in the first place.

The Tajfel study showed how others discriminate or categorise others but the ethics shown earlier are not harmful to anyone seeing as the subjects were young schoolchildren and no effect could have been made upon them from this type of study.

Examiner Comment

First– what is said is correct but the answer is very brief and lacking in detail.

2 marks out of 3.

Second– there is a lot more detail here as the candidate explains what we have learned and why it was worth behaving unethically, exactly as required by the question. Good answer.

3 marks out of 3.

Third– A little confusion here. What the candidate says initially is not one of the main findings and then the candidate then goes on to say what was said in response to question part (a). He/she does make the comment that the study should not have been done.

2 marks out of 3.

Fourth– not very much of any worth said here.

1 mark out of 3.

The candidate does not write very much overall and there is an imbalance in the length and quality of the four points made. However, at least four points are made and they do address the question. As can be seen, answers do not have to be perfect for high marks to be achieved.

Marks awarded for part (b) = 8 out of 10

Individual Candidate Response

Answer part (c) To change any of these studies may well have resulted in not being able to find out what you are actually looking for. Ethical research in psychology recommends that psychologists comply with the necessary guidelines to which they wish to carry out their experiment. As shown previously in questions (a) and (b) most of these studies were done many years ago and wouldn't be allowed in today's experiment. Milgram's study of obedience would not have complied with any of the necessary requirements therefore would not have been prohibited to have taken place. However, in all experiments you have to take ethical implications into consideration to make sure that subjects do not come into any harm whether it be physical or mental then carry on. All experiments have ethical considerations but most do not come to any harm, as long as it's necessary to the experiment.

Examiner Comment

The candidate does not make four clear points here and does not suggest changes to studies that would make them ethical, except for a brief reference to Milgram. Rather, the candidate has gone for a set of very general comments about ethics.

It is worth noting that question part (c) carries the same marks as question parts (a) and (b) and so it is worth spending the same amount of time on all three. What was heading towards a very good mark has been let down by a disappointing part (c).

Marks awarded for part (c) = 3 out of 10

General Comment

Quite a mixture here. Sections (a) and (b) have clearly identified points, part (c) does not; some points are detailed and accurate whilst others are not; and some points address the questions specifically whilst others do not.

Marks awarded = 19 out of 30 possible marks

QUESTIONS AND RESPONSES

Paper 8698/3 and 9698/3 Psychology: The Specialist Choices

SECTION A:

PSYCHOLOGY AND ENVIRONMENT: Question 6

- (a) Explain, in your own words, what is meant by the term 'density'. [2]
(b) Describe one animal study of density and crowding. [3]
(c) Describe two ways in which a person can cope with the effects of crowding. [6]

General Comment

This question is taken from the syllabus Section (c) of the Psychology and Environment section. The syllabus is as follows:

c) density and crowding

- definitions, measurements and animal studies
- effects on human health, social behaviour and performance
- preventing and coping with effects of crowding.
-

As can be seen the question is very closely related to the words of the syllabus.

Individual Candidate Response

Answer part (a) Density is a physical condition involving limitation of space. There is social density which is the number of people in a given area and there is spatial density which is the actual physical area. Crowding on the other hand is a psychological state that is determined by perceptions of restrictiveness when exposed to spatial limitations.

Examiner Comment

This answer is excellent. The candidate has accuracy, detail and an explicit explanation of the term density. Although it is not required the candidate gives a definition of crowding which shows how it differs from density. maximum mark without a doubt.

Marks awarded for part (a) = 2 out of 2

Individual Candidate Response

Answer part (b) In a study by Calhoun (1962) the aim was to see if crowding influenced behaviour. A behavioural sink was created and named 'rat city'. Two of the four pens were of normal density and two were of higher density. It was found that the rats that were in the higher density pens performed abnormal behaviour eg not caring for their young properly and there was a higher mortality rate. It was concluded that the crowding influenced the behaviour of the rats negatively.

Examiner Comment

This answer is very good. The question requires description of one animal study and that is exactly what the candidate has done. For 2 marks the answer would be appropriate brief and with some accuracy. For 3 marks the answer would be appropriate, accurate and detailed. For the average candidate writing the whole of this question (parts (a), (b) and (c)) in thirty minutes, this answer is certainly detailed. Of course there is a lot more that could be added but this answer is sufficient for the maximum 3 marks.

Marks awarded for part (b) = 3 out of 3

Individual Candidate Response

Answer part (c) One possibility is to make sure that the room the person is in has windows or pictures. According to Baum (1976) the effects of crowding can be reduced if the room has a visual escape or distraction eg a window or picture. Also, according to Desor (1972) it helps if the room is rectangular rather than square.

Another possibility is to make the person aware of the effects of crowding and to teach them how to relax when they start to feel anxious. In jargon terms their cognitive control is increased. eg Karlin et al (1979) gave training in muscle relaxation and cognitive reappraisal or imagery which worked.

Examiner Comment

This answer is very good. The question requires two ways (each worth 3 marks) and that is exactly what the candidate has provided. Of course one suggestion, however detailed, cannot achieve more than 3 marks. This candidate has made two appropriate suggestions, has supported each with relevant psychological evidence and clearly understands what is going on. From the mark scheme each answer is appropriate, accurate and detailed.

Marks awarded for part (c) = 6 out of 6

General Comment

Total mark for question = 11 out of 11 maximum.

This is an excellent answer and shows two things: that it is possible to achieve a maximum mark; that an answer does not have to be 'perfect' to achieve that maximum.

PSYCHOLOGY AND ABNORMALITY: Specimen Question 13

- (a) Explain, in your own words, what is meant by the term 'degenerative abnormality'. [2]
(b) Describe two types of degenerative abnormality. [6]
(c) Describe one way in which degenerative abnormality may be reduced. [3]

General Comment

This question is taken from the syllabus section g) of the Psychology and Abnormality section. The syllabus is as follows:

g) abnormal adult development

- types and causes of degenerative abnormality (ef Alzheimers, Korsakoffs)
- effects of degenerative abnormality on experience and behaviour
- reducing effects of degenerative abnormality.

Once again the question is very closely related to the words of the syllabus.

Individual Candidate Response

Answer part (a) Degenerative abnormality is when the brain atrophies (withers away)

Examiner Comment

This answer is far too brief and lacks detail. However, there is some understanding of the gist of degeneration and the answer is worth 1 mark rather than 0 marks.

Marks awarded for part (a) = 1 out of 2

Individual Candidate Response

Answer part (b) One type of degenerative abnormality is Korsakoff's syndrome. This is thought to be associated with alcohol, but is really due to poor diet. The brain is affected and there is disorientation of time and place, there is amnesia too but the person often tries to cover this up by inventing fictitious detail.

A second type of degenerative abnormality is schizophrenia. This has many causes, some arguing that it is genetic, others chemical and yet others argue that it is caused social and environmental factors. Schizophrenics withdraw from reality and they may have delusions and hallucinations. There are different types too.

Examiner Comment

Two types of degenerative abnormality are required and each is allocated three marks. The first type outlined by the candidate is entirely correct with an appropriate, accurate and detailed answer which achieves a maximum mark. However, the second type outlined by the candidate, that of schizophrenia, is not a degenerative abnormality and so does not score any marks.

Marks awarded for part (b) = 3 out of 6

Individual Candidate Response

Answer part (c) The Degenerative abnormality of Korsakoff's syndrome is diet related. A course of vitamins, particularly the vitamin B ones helps quite a lot. For those whose Korsakoff's is caused by too much alcohol then giving up the alcohol could well help.

Examiner Comment

The candidate provides two possible ways of reducing the degeneration when only one is required. If the first suggestion is taken then the answer is appropriate, it is accurate but is brief rather than detailed. It therefore scores 2 marks rather than the three available.

Marks awarded for part (c) = 2 out of 3

General Comment

Total mark for question = 6 out of 11 maximum.

This is a good answer but because the candidate does not provide very much detail and because one of the degenerative abnormalities is incorrect the overall mark suffers.

PSYCHOLOGY AND ORGANISATIONS: Question 18

- (a) Explain, in your own words, the meaning of the term 'temporal conditions of work environments.' [2]
(b) Describe two ways in which shiftwork may be applied in organisations. [6]
(c) Suggest one way in which accidents at work may be reduced. [3]

General Comment

This question is taken from the syllabus section h) of the Psychology and Environment section. The syllabus is as follows:

h) Organisational work conditions:

- physical and psychological conditions of work environments
- temporal conditions of work environments
- reducing negative effects of work environments for individuals.

Individual Candidate Response

Answer part (a) The word temporal relates to time (as in the Latin 'tempes'). This means that if we are talking about the temporal conditions of work then we are talking about the hours people have to work. Some people work 'normal hours' but some have to work unsociable hours, or work in shifts, or do the 'on-call' system of a Doctor.

Examiner Comment

This answer is a very good answer which says exactly what is meant by temporal conditions of work. The quoting of Latin is impressive and shows the candidate understands what they write. A maximum mark without a doubt.

Marks awarded for part (a) = 2 out of 2

Individual Candidate Response

Answer part (b) There is what is known as rapid rotation which is of two types. The 'metropolitan rota' involves a continuous sequence of two early shifts, two late shifts, two night shifts and two days rest. This takes eight weeks to complete a cycle and return to the starting point. The 'continental rota' is similar but has one shift occurring three times rather than only twice. Early, early, late, late, night, night, night, rest, rest. The next period changes from three nights to three rests then three early then three late when all the others remain at two.

Examiner Comment

This is a very good answer which clearly explains two ways in which shiftwork may be applied in organisations. Both types of shift are appropriate, accurate and detailed. A maximum mark without a doubt.

Marks awarded for part (b) = 6 out of 6

Individual Candidate Response

Answer part (c) People can reduce accidents at work by not working shifts as it has been shown that working the night shift is more likely to lead to accidents.

Examiner Comment

This answer is quite correct because accidents are more likely to happen in the early hours of the day. However, other than a bland sentence to that effect there is no clarification or any reference to actual evidence. This answer would get only 1 mark.

Marks awarded for part (c) = 1 out of 3

General Comment:

Total mark for question = 9 out of 11 maximum.

Parts (a) and (b) are excellent but they are let down by an answer to question part (c) which is lacking detail.

SECTION B:

PSYCHOLOGY AND HEALTH: Question 11

A spoonful of sugar helps the medicine go down

- (a) Describe what psychologists have found out about adherence to medical requests. [8]
- (b) Evaluate what psychologists have found out about adherence to medical requests. [10]
- (c) Giving reasons for your answer, suggest what medical practitioners can do to improve patients' adherence to their requests. [6]

General Comment

This question is taken from the syllabus section b) of the Psychology and Health section and as this is a Section B essay the actual words of the section 'adherence to medical requests' are used.

Individual Candidate Response

Candidate A

Answer part (a) Psychologists have found out a number of things relating to compliance to medical requests. How well patients comply, why they do not comply and the methods in which to measure compliance will be looked at in this answer.

Firstly practitioners can estimate a patients compliance. They can do this through an interview method by which they ask the patient questions concerning how much medication they take, when they take it and if applicable why they do not take it. The practitioner can then rate their compliance. Compliance can also be estimated by the patient. This method uses the patient to estimate how well they have complied with the practitioners advice. The pill count is also another way in which to measure compliance. The patient brings the pills that they have remaining and the practitioner then counts them to see if the patient has taken the amount they should have. Another method similar to this is the microprocessor. This is a device fitted to the bottle of pills which records how many and when the pills were taken. Biochemical tests can also be used to measure compliance. Blood/urine can be tested to see if the prescribed drug is present.

Studies have also been conducted by psychologists not just to measure patients compliance but practitioners as well.

Albert and Condie conducted a study to investigate the number of times doctors and nurses washed their hands between the examination of patients. They set up a camera opposite the washroom in a hospital, telling the staff it was just to observe traffic patterns outside the hospital. It was found that doctors washed their hands only 23% of the time between patients and nurses washed their hands 47% of the time between patients.

Savage and Armstrong conducted a different type of study to look at whether doctor or patient centred consultations were preferred. Patients were selected if they were between 18 and 75 years old and did not have a life-threatening illness. Each patient was given a card allocating them to either a doctor-centred consultation or to a patient-centred consultation. Results showed that doctor-centred consultations were preferred if tests were given.

Examiner Comment

Knowledge 1 (terminology and concepts): the candidate considers a range of appropriate concepts and theories; they include various aspects of measurement and the work of Albert & Condie and Savage & Armstrong. The answer shows a confident use of psychological terminology. Maximum mark awarded. 2 marks out of 2.

Knowledge 2 (evidence): Without a doubt appropriate evidence is accurately described. The debate is whether the answer is wide ranging and detailed (for 4 marks) or whether it is reasonably wide ranging and detailed (3 marks). It could be said that although the candidate spends a long time on methods it is only one piece of evidence. In addition only two other pieces of evidence are offered (Albert & Condie and Savage & Armstrong). However, there is quite a lot of detail and if there is any debate then positive marking applies and the higher mark is awarded. Maximum mark awarded. 4 marks out of 4

Understanding: without a doubt the candidate clearly understands what he/she has written. Maximum mark awarded. 2 marks out of 2

Marks awarded for part (a) = 8 out of 8

Individual Candidate Response

Answer part (b) By looking at these studies a number of evaluative issues are raised. Firstly is the study or way of measuring compliance ethical? If it is then participants are not deceived in any way, no stress is caused, consent is gained and participants are debriefed if necessary. Albert and Condie's study is not very ethical. The camera was not observing traffic patterns and so participants were deceived, their consent was not obtained and their privacy was invaded. In contrast Savage and Armstrong's study was ethical. Patients knew exactly what was going to happen and they still received the consultation that they needed. In comparison the microprocessor is also ethical. The patient knows exactly what the device is for and has the right not to have or use it.

A second evaluation issue is validity. If a study is valid then it measures what says it is going to measure. The microprocessor is valid. Its purpose is to record when the pills are taken and how many are taken, it does exactly this and therefore it is valid. In comparison biochemical testing is also valid. The purpose of these tests are to see if the prescribed drug is present in the body. Blood and urine tests are taken and are tested to see if the prescribed drug is present. They measure what they are supposed to and are therefore valid. In contrast the pill count is not very valid. Although it is supposed to measure how many pills have been taken by the patient they may have taken the pills out of the bottle and not actually taken them. Therefore this is not a valid way of measuring adherence to medical advice.

A third evaluative issue is generalisability. If you can generalise from a study it means you can apply the results to other groups of people and if the same test was done on them, then the results would be the same. The study conducted by Albert and Condie cannot be generalised from. The study was conducted in a hospital and therefore the results may be different if the study was conducted in a private practice. In comparison the study conducted by Savage and Armstrong also cannot be generalised from. Although a large age range was used (18-75) the patients used did not have a life-threatening condition. Therefore if a patient had untreatable cancer, for example, they may have preferred a patient-centred consultation.

Examiner Comment

Evaluation: there are a number of issues ('ethics', 'validity' and 'generalisability') which are wide ranging and detailed. Maximum mark awarded. 4 marks out of 4

Analysis & Cross referencing: The candidate compares and contrasts throughout the answer using the evidence described in part (a) appropriately. Maximum mark awarded. 4 marks out of 4

Structure: The structure is impressive in its clarity of organisation; the arguments are all clear and coherent. Maximum mark awarded. 2 marks out of 2

Without a doubt this is an impressive answer in all respects. This is a style which is likely to achieve good marks.

Marks awarded for part (b) = 10 out of 10

Individual Candidate Response

Answer part (c) There are a number of things that medical practitioners could do to improve their patients compliance.

Firstly, based on Savage and Armstrong's study, patients seem to prefer a verbal explanation of what is wrong with them. If every time a patient had something wrong and they went to the doctor and a verbal explanation was given, they might be more inclined to adhere to the advice given.

Also based around the ideas brought up by Savage and Armstrong's study patients do not like being told what is wrong with them in medical terms especially if they do not understand them. Patients seem to like an explanation in terms they can understand with a more friendly approach.

Patients also are less likely to comply to medical advice if the medication they have to take has confusing instructions. If there are too many complicated instructions as to when to take and when not to, with what foods and how many then, according to Dimatteo, patients are less likely to comply.

Examiner Comment

Application: The candidate considers more than one application each of which has been applied effectively. Maximum mark awarded. 2 marks out of 2

Knowledge 2 (evidence): Ample psychological evidence is referred to; that of Savage and Armstrong (twice) and Di Matteo. This is essential because the suggestions made by the candidate are based on actual evidence and not just common-sense. Maximum mark awarded. 2 marks out of 2

Understanding: The candidate shows clear understanding of the relationship between the application and the evidence. Maximum mark awarded. 2 marks out of 2

Marks awarded for part (c) = 6 out of 6

General Comment

Total mark for question= 24 out of 24 maximum.

This is an excellent answer and it is worth remembering that this answer was written under examination conditions. The candidate has been well prepared in that the answer addresses the requirements of the mark scheme precisely. The level of understanding and the organisation of the answer is impressive.

For comparison, another answer to the same question is provided next.

Question 11

A spoonful of sugar helps the medicine go down

Individual Candidate Response**Candidate B**

Answer part (a) Psychologists have found that compliance to medical requests is actually quite low. They have found that this is mainly due to the doctors that treat them or to their own state of mind. A lot of people are in denial about the severity of the illness they have and so they feel they don't need to take the whole course of medication that has been provided. Doctors are also found to be a reason why there is a large number of people who do not comply with medical requests. Many patients do not understand the terminology used by their doctor and so are unsure of when medication should be taken or how often.

Doctor-patient relationships are very important when it comes to trusting your doctor. There are two types of centres that can affect the relationship between the doctor and the patient which may lead to non-compliance of a medical request. A doctor related centre consists of the doctor treating patients within about 20 mins. They concentrate mainly on the first problem they are presented with and use lots of medical terminology which is not explained to the patient. A patient related centre is the opposite of most of those issues. The doctors talk to the patients allowing them to ask questions if they want to. Psychologists have generally found that the more patient oriented a centre is, the more compliance there will be to medical requests.

Examiner Comment

Knowledge 1 (terminology and concepts): The candidate considers some appropriate concepts and theories. There is underlying psychology but the candidate does not refer to it explicitly. 1 mark out of 2

Knowledge 2 (evidence): Some appropriate evidence is described but it is very general and rather vague. Whereas the previous answer referred specifically to a study by Savage and Armstrong on whether the individual practitioner is doctor- or patient-centred, this candidate does not refer to any psychological study and is incorrect in believing it is the approach taken by the health centre itself. 2 marks out of 4

Understanding: There is some understanding here. 1 mark out of 2

Marks awarded for part (a) = 4 out of 8

Individual Candidate Response

Answer part (b) An evaluation issue which relates to this is the way in which the psychologists gain their evidence. A patient not taking their medication may have nothing to do with the doctor prescribing it but how they are feeling about their illness. Patients could lie about taking their medication, so some psychological studies which have been conducted are unreliable.

I think that the individual differences of the patients should be taken into consideration as not everyone reacts to things in the same way. Some people may actually conform to medical requests if the information was given to them differently.

Another evaluation issue is whether it is ethical to monitor patients if they are unaware of it. However, if the patients are made aware of it they could use demand characteristics and conformity which would make it unreliable.

Examiner Comment

Evaluation: there are a number of issues considered but what is said has very little to do with what was said in part (a). It is worth remembering how the previous answer had part (b) directly related to part (a). What is said is vague and limited in scope and detail. 2 marks out of 4

Analysis & Cross referencing: The candidate does not identify any key points either for one study or across studies. (Of course it would help if the candidate had quoted actual psychological evidence in part (a)) If the candidate had returned to evaluate the doctor- patient-centred approach this may also have helped. There is no evidence of cross-referencing. 0 marks out of 4

Structure: This generalised answer is not a style to adopt. Compare it to the previous answer. There is a basic structure and argument. 1 mark out of 2

Marks awarded for part (b) = 3 out of 10

Individual Candidate Response

Answer part (c) I think that for doctors to improve a patients compliance to their requests they would have to become more patient-centred. For example, the patients should be given the opportunity to ask questions which the doctor is to explain without using all medical terminology which the patient is unable to understand. I think that a counselling programme should also be set up directly from the doctors in which patients can use to talk to someone if they have any worries about their illness.

I also think that helplines could be set up in which questions can be answered by professional doctors if the patient does not understand anything that they have been told by their doctor or were too afraid to ask.

I also think that doctors could take a little more time with their patients and be a bit less superior towards them and a little more sympathetic.

Examiner Comment

Application: The candidate makes a number of suggestions, some of which are more appropriate than others.

2 marks out of 2

Knowledge 2 (evidence): psychological evidence is referred to in the form of the patient-centred approach. However this is worth only 1 mark as it is not developed.

1 mark out of 2

Understanding: The candidate shows some understanding of the relationship between the application and the evidence (ie patient-centred). Again a comparison with the previous answer will illustrate the difference in the quality of the answers.

1 mark out of 2

Marks awarded for part (c) = 4 out of 6

General Comment

Total mark for question = 11 marks out of 24 maximum.

This is a reasonable answer which would achieve a pass mark. The candidate has written in very general terms and although some psychological evidence is referred to it is not developed. The answer lacks detail and it is not well organised. A comparison with the previous answer will reveal what candidates should and should not do to achieve high marks.

PSYCHOLOGY AND EDUCATION Question 4

A test for Pongo

- (a) Describe what psychologists have discovered about teaching and learning styles. [8]
- (b) Evaluate what psychologists have discovered about teaching and learning styles. [10]
- (c) Giving reasons for your answer, suggest a teaching style that could be specifically applied to teaching one area of your psychology course. [6]

General Comment

This question is taken from the syllabus section e) of the Psychology and Education section and as this is a Section B essay the actual words of the section 'learning and teaching styles' are used.

Individual Candidate Response

Answer part (a) There are many different types of teaching styles such as humanist and behaviourist. Behaviourist teaching is like the old style of teaching where everyone sat in rows, had to be silent and obey everything the teachers said. Teaching is still quite behaviourist but is becoming more humanist. Humanist teaching is more student oriented, working on how the student finds it easiest to learn. Extreme humanist teaching can be seen at the Summerhill School where students decide when and how they want to learn. This has proven to be very controversial, as some people think the children would not learn anything.

Examiner Comment

The use of behaviourist and/or humanist and/or cognitivist approaches is legitimate.

Knowledge 1 (terminology and concepts): the candidate does consider some appropriate concepts and theories. 1 mark out of 2

Knowledge 2 (evidence): some basic evidence is described. The answer is not sufficiently detailed or accurate enough for two marks. 1 mark out of 4

Understanding: the mark scheme states that for 1 mark some understanding is discernible in the answer. 1 mark out of 2.

Marks awarded for part (a) = 3 out of 8

Individual Candidate Response

Answer part (b) These teaching styles have different implications for different people. Teachers may feel bullied in a humanist classroom as students have control, however, teachers in behaviourist classrooms may have too much control, and sometimes abuse it. This can have a negative effect on the students as too much control over how much work they do may lead to laziness and overpowering teachers create an unwillingness to learn.

Examiner Comment

Evaluation: As the mark scheme states for 1 mark "the quality of pertinent evidence is considered for one evaluation issue", then as one issue is considered by the candidate, ie.the 'implication of control', there is insufficient for 2 marks. 1 mark out of 2

Analysis & Cross referencing: As the candidate contrasts control for the behaviourist teacher with that of the humanist teacher marks are given for making a valid generalisation. However, the candidate does not offer two or more pieces of evidence. 2 marks out of 4

Structure: The answer has some structure and argument (and so achieves 1 mark) but there is insufficient for the

structure to be considered to be sound and the argument clear and coherent. For that to happen a number of issues are required.

Marks awarded for part (b) = 4 out of 10

Individual Candidate Response

Answer part (c) There are many different styles of learning, for example in a range of situations and places, with music, with other people alone, gradually or in chunks.

Examiner Comment

Application: It is unclear what the candidate intends and how what is said could be applied to teaching a psychology course. 0 marks out of 2

Knowledge 2 (evidence): No psychological evidence is referred to. 0 marks out of 2

Understanding: The candidate shows no understanding about what they have written in relation to the question. 0 marks out of 2

Marks awarded for part (c) = 0 out of 6

General Comment

Total mark for question= 7 out of 24 maximum.

Grade thresholds do vary each year and so it is not possible to say what grade this answer would achieve. However, given the poor quality and lack of detail, it is unlikely that this answer would achieve a pass mark.

APPENDIX 1

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Subsidiary Level and Advanced Level

PSYCHOLOGY

8698/1

PAPER 1 The Core Studies 1

9698/1

1 hour 30 minutes

Additional materials:

Answer paper

**Specimen Paper for syllabus for first examination in
2001 (Advanced Subsidiary Level) and 2002 (Advanced Level)**

Time 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

There are two sections in this question paper:

Section A

Answer **all** questions.

Section B

Answer **either** Question 16 **or** Question 17.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part question.

Section A

Answer all Questions

- 1 In the study by Loftus and Palmer, the subjects (participants) were shown film clips of car accidents. Identify **two** differences between witnessing these film clips and witnessing a real accident and, for each difference, say how this might affect the results of the study. [4]
- 2 (a) What are autistic children unable to do in the 'Sally-Anne Test'? [2]
(b) What reasons do Baron-Cohen, Leslie and Frith give for this failure? [2]
- 3 (a) Describe **one** psychological process used to increase the vocabulary of Washoe. [2]
(b) Gardner and Gardner taught sign language to a chimpanzee. Suggest and explain **one** ethical consideration with regard to this study. [2]
- 4 In the Milgram study on obedience, the subjects were observed to show a lot of tension.
(a) Give one example of the behaviour of the subjects that indicated extreme tension. [2]
(b) Milgram suggested that the tension was caused by the conflicts produced by the study. Outline **one** of these conflicts. [2]
- 5 (a) In the study by Haney, Banks and Zimbardo, the researchers refer to the guards developing a 'pathology of power'. What does this term mean? [2]
(b) Give an example of the guards' behaviour that illustrates their pathology of power. [2]
- 6 (a) Piliavin's study refers to 'diffusion of responsibility'. What does this term mean? [2]
(b) What did the study show us about diffusion of responsibility? [2]
- 7 From the study by Samuel and Bryant on conservation, identify **two** factors that increase the chance of a child giving the correct answer in the conservation experiments. For each factor explain why it increases the chance of a child giving a correct answer. [4]
- 8 In Bandura's study on aggression, the researchers observed the 'imitative aggression' (copying the behaviour of the model) and the 'non-imitative aggression' of the children.
(a) Give **one** example of imitative aggression and **one** example of non-imitative aggression in the study. [2]
(b) Why did the researchers look at both types of aggression? [2]

- 9 In the study by Hodges and Tizard on attachment, the psychologists recorded that at the age of sixteen there were some differences between the 'experimental' group of children (who were raised in institutions before being adopted) and their comparisons. Give **two** possible explanations for these differences. [4]
- 10 From the Schachter and Singer study on emotion:
- (a) What are the effects of adrenaline (epinephrine) on a person? [2]
- (b) According to the two factor theory, what will be the response of an individual who has artificially increased her level of adrenaline (by, for example, taking a drug), but is unaware of the effects of the physical effects of adrenaline? [2]
- 11 The data in Table 1 below contain the results from the dream-duration estimates made in the study by Dement and Kleitman. Identify **two** conclusions that can be drawn from this data. [4]

Results of dream-duration estimates after 5 or 15 minutes of rapid eye movements

<i>Estimates after 5 Minutes REM</i>			<i>Estimates after 15 Minutes REM</i>	
<i>Subject</i>	<i>Right</i>	<i>Wrong</i>	<i>Right</i>	<i>Wrong</i>
DN	8	2	5	5
IR	11	1	7	3
KC	7	0	12	1
WD	13	1	15	1
PM	6	2	8	3
Total	45	6	47	13

- 12 (a) In the study by Sperry, what is meant by the term 'split brain'? [2]
- (b) Explain **one** problem with making generalisations about normal brain activity from a study of people with split brains. [2]
- 13 The term *competence* refers to our ability to carry out a task, and the term *performance* refers to how well we actually carry out the task when tested. Suggest **four** factors that might have affected the performance of the army recruits in the mass IQ testing by Yerkes so that they did not show their true competence. [4]
- 14 (a) Hraba and Grant studied the changes that have occurred in the way that Black Americans perceive themselves. Name **two** of the factors measured in the study. [2]
- (b) What social changes had taken place between the carrying out of the original study and the replication? [2]
- 15 In the Thigpen and Cleckley study, give **one** difference and **one** similarity in the personalities of Eve White and Eve Black that are revealed by the psychometric test. [4]

[Turn over

Section B

Answer either Question 16 or Question 17 in this section

- 16** A number of the Core Studies take a comparative or biological approach to the study of psychological processes. The comparative approach attempts to observe the behaviour of animals and look for parallels to human behaviour. The biological approach attempts to explain human behaviour by describing the biological processes that structure our lives.

Choose any **one** of the studies presented in the list below and answer the questions which follow.

Gardner and Gardner (Washoe)
Schachter and Singer (emotion)
Raine, Buchsbaum & LaCasse (brain scans)

- (a) Outline the main findings from your chosen study. [10]
- (b) Describe what this study tells us about comparative or biological processes and evaluate the problems psychologists have when they investigate comparative or biological processes. [20]
- (c) What strengths and weaknesses of the theoretical parts of the comparative or biological approaches are highlighted in your chosen study? [10]

- 17** One of the most common ways of collecting evidence in psychology is to ask the participants (subjects) questions and then analyse the answers. This data is usually referred to as self report measures. The studies listed below all used some sort of self report measure.

Choose any **one** of the studies from the list presented below and answer the questions which follow.

Hodges and Tizard (attachment)
Thigpen and Cleckley (multiple personality)
Freud (Little Hans)

- (a) Outline the main findings from your chosen study. [10]
- (b) Describe the self report measures that are used in your chosen study and evaluate the strengths and weaknesses of self report measures in psychology. [20]
- (c) Suggest one other way that evidence could be collected in your chosen study and say why this would improve the study. [10]

CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Subsidiary Level and Advanced Level

MARK SCHEME FOR SPECIMEN QUESTION PAPER

Syllabus for first examination in 2001 (Advanced Subsidiary Level) and
2002 (Advanced Level)

PSYCHOLOGY

8698/1	Paper 1, The Core Studies I	(Advanced Subsidiary Level)
9698/1	Paper 1, The Core Studies I	(Advanced Level)

MAXIMUM MARK: 100

AS/A LEVEL PSYCHOLOGY

Mark Scheme for Specimen Question Paper 8698/1, 9698/1

Paper 1, The Core Studies I

Section A

Candidates must answer **all** questions

Question

- 1** Most likely answers, priming before event, limited vision, lack of peripheral stimulation, lack of emotional response:
1 mark for each difference (max. 2), plus **1 further mark** for each description of likely effect (max. 2).
- 2** (a) Unable to answer the belief question: **2 marks**.
(b) Do not have a theory of mind: **2 marks**.
- 3** (a) Shaping; reinforcement techniques; rewards: **2 marks** (Label only - 1 mark.)
(b) Washoe had to learn in the context of the human environment - she was not human, though. Was this fair? Return to the wild would be difficult. Do**NOT** accept 'no consent' and 'no debrief': **2 marks**.
- 4** (a) Most likely answers; uncontrollable laughter, self-injury: **2 marks**.
(b) Most likely answer; doing job v. not hurting, two sides of conflict for **2 marks**.
- 5** (a) A pattern of behaviour that became increasingly abusive towards the prisoners, making arbitrary use of their ability to affect the conditions of the prisoners: **1-2 marks** according to accuracy of response.
(b) Most likely answers, the excessive roll calls or the attempt to hide a prisoner in a broom cupboard:
1-2 marks as appropriate according to accuracy of response.
- 6** (a) Reduction of perception of personal responsibility in proportion to the number of others present:
1-2 marks according to accuracy of response.
(b) Any recognition of the fact that the bystanders were more helpful than expected thereby challenging the laboratory findings on diffusion of responsibility: **2 marks**
- 7** Most likely answers; age, number of questions, type of conservation task, **1 mark** for each factor (max. 2) plus **1 mark** for appropriate explanation of effect.

- 8 (a) Accurate examples of imitative and non-imitative aggression: **1 mark each.**
- (b) To distinguish between a generalised increase in aggressive behaviour and behavioural imitation: **2 marks.**
- 9 Most likely explanations; disrupted environment leading to emotional and /or cognitive deficits; disrupted emotional relationships leading to emotional and / or cognitive deficits: **2 marks each.**
- 10 (a) Increased arousal, increased alertness, heart rate, breathing, also dry mouth, palpitations etc: **2 marks.**
- (b) Attribute the changed state to the situation and describe an emotional state: **2 marks.**
- 11 Most likely answers; subjects commonly able to correctly length of REM sleep; more errors in 15 minute condition; large individual differences; **2 marks each.**
- 12 (a) Lesions in the commissural fibres that leave the two hemispheres relatively independent: **2 marks.**
- (b) Most likely answers; split brain patients have damage to at least one hemisphere; problems with using a clinical sample: **2 marks.**
- 13 Most likely answers; literacy; expectation effects; institutional racism; instructions to troops; allocation to correct test version: **1 mark each (max. 4)**
- 14 (a) Any **two** of racial preference, awareness or knowledge, self-identification. Operational definitions e.g. doll choice also acceptable: **1 mark for each.**
- (b) Civil Rights and Equality of Opportunities movements; media, political and educational approaches, role models etc. Accept any valid point. (max. 2)
- 15 Most likely answers, differences; White superior memory, Rorschach, similarities, IQ: **2 marks each.**

Section B

Candidates must answer either Q16 or Q17

Question

16 (a) 1-3 marks: anecdotal evidence, general statements, minimal detail, minimal focus.

4-6 marks: attempt to outline some of the main findings though with some omission of detail and some lack of clarity, outline has focus and is well expressed.

7-10 marks: main findings identified, and described with good detail and appropriate level of clarity, selection of findings shows good focus, writing is coherent and expression is sound. (max. 10)

(b) *variables*

1-3 marks: anecdotal description of comparative or biological processes in study, some detail and minimal focus.

4-6 marks: appropriate comparative or biological processes identified and described accurately.

7-10 marks: appropriate comparative or biological processes identified and clearly described and appropriate inferences drawn out.

strengths and weaknesses

1-3 marks: anecdotal descriptions of issues and problems.

4-6 marks: some issues and problems identified and well expressed.

7-10 marks: appropriate issues and problems identified; discussion is broad and puts issues in wider context; expression is good and the argument is coherent. (max.20)

(c) 1-3 marks: anecdotal suggestion that has minimal reference to psychological theory.

4-6 marks: reasonable suggestion of an alternative measurement technique that is appropriate to the study, expression is good.

7-10 marks: clear and appropriate suggestion of alternative measurement technique described in operational terms, expression is good. (max.10)

17 (a) 1-3 marks: anecdotal evidence, general statements, minimal detail, minimal focus.

4-6 marks: attempt to outline some of the main findings though with some omission of detail and some lack of clarity, outline has focus and is well expressed.

7-10 marks: main findings identified, and described with good detail and appropriate level of clarity, selection of findings shows good focus, writing is coherent and expression is sound. (max.10)

(b) *self report*

1-3 marks: anecdotal description of self report measures in study, some detail and minimal focus.

4-6 marks: self report measures identified and described accurately, clear focus and key features identified.

7-10 marks: self report measures identified and clearly described, clear focus and good expression.

strengths and weaknesses

1-3 marks: anecdotal descriptions of strengths and weaknesses.

4-6 marks: some general strengths and weaknesses identified and well expressed; some attempt to put material in wider context.

7-10 marks: strengths and weaknesses identified and appropriately applied to a wider context; expression is good and the argument is coherent. (max. 20)

(c) **1-3 marks:** anecdotal suggestion that has minimal reference to psychological theory or practice.

4-6 marks: reasonable suggestion of an alternative method that is appropriate to the study, expression is good.

7-10 marks: clear and appropriate suggestion of alternative method described in clear and concise style, expression is good.

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CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Subsidiary Level and Advanced Level

PSYCHOLOGY

8698/2

PAPER 2 The Core Studies 2

9698/2

1 hour 30 minutes

Additional materials:

Answer paper

**Specimen Paper for syllabus for first examination in
2001 (Advanced Subsidiary Level) and 2002 (Advanced Level)**

Time 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **all** questions in **Section A**.

Answer **one** question only in **Section B**.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part question.

Section A

Answer all Questions

- 1 Briefly outline the major ideas of the physiological approach to psychology that are in the study by Raine, Buchsbaum, and LaCasse, (brain scans). [4]
- 2 Psychologists sometimes make the distinction between situational and individual explanations of behaviour. Consider the Milgram study and answer the questions which follow.
 - (a) Give a situational explanation for the behaviour of the teachers. [2]
 - (b) Give an individual explanation for the behaviour of the teachers. [2]
- 3
 - (a) Identify **one** ethical guideline that was broken in the study by Bandura, Ross and Ross (bashing Bobo). [2]
 - (b) What justification can you make for breaking this ethical guideline? [2]
- 4
 - (a) Briefly outline **one** aspect of the study by Haney, Banks and Zimbardo (prison simulation) that added to its ecological validity. [2]
 - (b) Briefly outline **one** aspect of the study that challenged its ecological validity. [2]
- 5
 - (a) What do you understand by the term 'reductionism'? [2]
 - (b) Give an example of a reductionist explanation from either the study by Baron-Cohen, Leslie and Frith (autism) or the study by Tajfel (ethnocentrism). [2]

Section B

Answer **one** Question only from this section

- 6 When psychologists carry out research they need to think about the ethical implications of their work. Some of the issues they should consider are listed below.

Consent: Have the subjects (participants) of the study made an informed consent to take part?

Deception: Have the subjects (participants) been deceived?

Debriefing: Have the subjects (participants) been effectively debriefed?

Withdrawal from the investigation: Are the subjects (participants) clear that they can withdraw from the study at any time without penalty or scorn?

Protection of participants: Investigators must protect subjects (participants) from physical and mental harm during the investigation.

Observational research: Unless the subjects (participants) give their consent to being observed, observational research must only take place where those observed could normally expect to be observed by strangers.

Colleagues: Psychologists should take action if they believe that any of the above principles are being violated by a colleague.

The problem is whether it is possible to carry out any ethical research at all in psychology. Using the studies listed below, answer the questions which follow.

Milgram (obedience)
Haney, Banks and Zimbardo (prison simulation)
Freud (Little Hans)
Thigpen and Cleckley (multiple personality)

- (a) Choose **four** of the ethical principles described and give examples from the studies listed above to show how these principles have been broken by psychologists. Use a different study for each principle. [10]
- (b) Discuss what has been learned from these studies and whether it was worth breaking the ethical guidelines for this knowledge. [10]
- (c) Making reference to possible changes to these studies, assess whether it is possible to conduct any ethical research in psychology. [10]

[Turn over

7 Some psychological research is conducted in laboratories and some is conducted in real life situations. Using the studies listed below, answer the questions which follow.

Loftus and Palmer (eyewitness testimony)
Deregowski (perception and culture)
Piliavin, Rodin and Piliavin (subway samaritans)
Rosenhan (sane in insane places)

- (a)** What have psychologists discovered about behaviour in real life environments? [10]
- (b)** What problems do psychologists have when they carry out research in real life environments? [10]
- (c)** Should psychologists replace all their laboratory studies with research conducted in real life environments? [10]

8 The comparative and physiological approach in psychology looks at behaviour and experience in the context of our biological structures and our similarities to animals. Using the studies listed below, answer the questions which follow.

Schachter and Singer (emotion)
Dement and Kleitman (sleep)
Sperry (split brains)
Gardner and Gardner (Washoe)

- (a)** What have psychologists discovered about behaviour from their comparative and physiological studies? [10]
- (b)** What problems do psychologists have when they carry out comparative and physiological studies? [10]
- (c)** Will psychologists ever be able to explain all behaviour and experience in terms of physiological and comparative research findings? [10]

CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Subsidiary Level and Advanced Level

MARK SCHEME FOR SPECIMEN QUESTION PAPER

**Syllabus for first examination in 2001 (Advanced Subsidiary Level) and
2002 (Advanced Level)**

PSYCHOLOGY

8698/2 Paper 2, The Core Studies 2 (Advanced Subsidiary Level)

9698/2 Paper 2, the Core Studies 2 (Advanced Level)

MAXIMUM MARK: 50

AS/A LEVEL PSYCHOLOGY

Mark Scheme for Specimen Question Paper 8698/2, 9698/2

Paper 2, The Core Studies 2

Section A

Candidates must answer **all** questions

Question

1. The underlying ideas include; the metaphor of the biological machine, the reductionist model of the brain, the causal relationship between brain structure and behaviour; the attempt to map cognitive functions onto specific brain structures.
1 mark for each point (max. 4)
2. (a) Most likely answers, the demand characteristics of the psychology experiment, or the academic authority of the university setting. **2 marks**
(b) Most likely answers, the weak character of the teachers, or their sadistic personalities. **2 marks**
3. (a) Most likely answers, informed consent of the children or their guardians. **2 marks**
(b) Most likely answers, the greater good or the march of science. **2 marks**
4. (a) Most likely answers, the arrest by local police, or the uniforms of the prisoners and guards. **2 marks**
(b) Most likely answers, none of the prisoners had any criminal convictions, there was no cultural diversity in the sample. **2 marks**
5. (a) Most likely answer, attempt to explain complex events or behaviours in terms of simple components. **2 marks**
(b) Baron-Cohen, Leslie & Frith: the explanation of the complex social, affective, and behaviour features of autism in terms of a single cognitive deficit. Tajfel: the explanation of the complex behaviours and attitudes of ethnocentrism and prejudice in terms of a single act of categorisation. **2 marks**

Section B

Question

- 6 (a) For each study:
1 mark appropriate ethical issue matched to study;
2 marks description of ethical problem;
3 marks clear connection between ethical principle and detail of study.
(max 10)
- (b) For each study:
1 mark statement of worth;
2 marks description of ethical problem;
3 marks clear connection between ethical principle and detail of study.
(max 10)
- (c) For each of the best **four** points:
1 mark identification of appropriate point;
2 marks clear description of appropriate point;
3 marks evaluation of possibility of conducting ethical research.
(max 10)
- 7 (a) For each study:
1 mark appropriate finding identified;
2 marks description of appropriate finding;
3 marks clear inference about behaviour and experience in real life environments.
(max 10)
- (b) For each of the best **four** problems:
1 mark identification of problem;
2 marks problem described;
3 marks problem described and applied effectively to study.
(max 10)
- (c) For each of the best **four** points:
1 mark identification of appropriate point
2 marks clear description of appropriate point
3 marks clear evaluation of laboratory versus real life environments.
(max 10)
- [TOTAL : 30]
- 8 (a) For each study:
1 mark appropriate finding identified;
2 marks description of appropriate finding;
3 marks clear inference about behaviour from physiological and comparative studies.
(max 10)
- (b) For each of the best **four** problems:
1 mark identification of problem;
2 marks problem described;
3 marks problem described and applied effectively to study
(max 10)

(c) For each of the best **four** points:

1 mark identification of appropriate point;

2 marks clear description of appropriate points;

3 marks evaluation of physiological and comparative approach.

(max 10)

[TOTAL : 30]

CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Level

PSYCHOLOGY

PAPER 3 The Specialist Choices

9698/3

3 hours

Additional materials:

Answer paper

**Specimen Paper for syllabus for first examination in
2001 (Advanced Subsidiary Level) and 2002 (Advanced Level)**

Time 3 hours

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

There is a choice of five specialist options in this question paper. Choose **two** options and answer questions from those two options only.

In each option there are **two** sections:

Section A

Answer **one** question for each of your chosen options.

Section B

Answer **one** question for each of your chosen options.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

PSYCHOLOGY AND EDUCATION

Answer **one** Question from **Section A** and **one** Question from **Section B**.

Section A

Answer **one** question from this section

- 1 (a) Explain, in your own words, what is meant by 'disruptive' behaviour in schools. [2]
- (b) Describe **one** disruptive behaviour. [3]
- (c) Describe **two** strategies to correct the disruptive behaviour described in part (b). [6]
- 2 (a) Explain, in your own words, what is meant by the 'behaviourist' approach to learning. [2]
- (b) Describe **two** ways in which the behaviourist approach has been applied in education. [6]
- (c) Provide **one** criticism of the behaviourist approach in education. [3]

SECTION B

Answer **either** Question 3 **or** Question 4

- 3 Read the passage below and answer the questions which follow.

Short pupils claimed to be less intelligent!

Reported in a recent newspaper, size does matter – especially in the classroom. A new study has claimed that short children are less intelligent than their taller peers and unlikely to do well at school. Scientists found that smaller children, who were on average 10cms shorter than their peer group, scored 13% less on both IQ and verbal reasoning tests. Developmental factors such as this affect learning as do gender and cultural differences.

- (a) Describe what psychologists have discovered about individual differences in educational performance. [8]
- (b) Evaluate what psychologists have discovered about individual differences in educational performance. [10]
- (c) Giving reasons for your answer, suggest how you, as a secondary school teacher, could adapt your teaching to take account of individual differences. [6]

4 Read the passage below and answer the questions which follow.

A test for Pongo

In 1964 Kagan et. al. found that children differed on what the researchers called reflectivity/impulsivity. Impulsivity is a learning style characterised by impatience and unsystematic evaluation of problems, whereas a reflectivity learning style is based on patience and careful evaluation. According to Kagan, reflective children are more attentive, less distractible, may find it easier to read and have better memory recall. The *matching familiar figures* test is used to measure reflectivity/impulsivity. Children select one of four alternatives which matches the original exactly. The time taken to complete the task accurately indicates the child's style.

- (a) Describe what psychologists have discovered about teaching and learning styles. [8]
- (b) Evaluate what psychologists have discovered about teaching and learning styles. [10]
- (c) Giving reasons for your answer, suggest a teaching style that could be specifically applied to teaching one area of your psychology course. [6]

PSYCHOLOGY AND ENVIRONMENT

Answer **one** question from **Section A** and **one** question from **Section B**.

SECTION A

Answer **one** question from this section

- 5 (a) Explain, in your own words, what is meant by the term 'collective behaviour'. [2]
(b) Describe **two** ways in which crowds may behave in emergency situations. [6]
(c) Describe **one** way in which crowd panic can be reduced in an emergency situation. [3]
- 6 (a) Explain, in your own words, what is meant by the term 'density'. [2]
(b) Describe **one** animal study of density and crowding. [3]
(c) Describe **two** ways in which a person can cope with the effects of crowding. [6]

SECTION B

Answer **either** Question 7 **or** Question 8

- 7 Read the passage below and answer the questions which follow.

The applicability gap

Dear mum,
just to let you know how I am getting on in my new job. On my first day I found out all about the three fundamentals of design:

COMMODITY which refers to what the building is to be used for;
FIRMNESS relating to how structurally solid the building is; and
DELIGHT which is how people should respond to our beautiful buildings.

I have now been set a project to find out how these, and other relevant factors, apply to a public building of my choice. I'm really glad I did the CIE psychology syllabus - I should now get a grade A for my project.
PS my dirty washing is enclosed.

Beaucoup d'amour
T.R. (Eiffel)

- (a) Describe what psychologists have discovered about architecture and behaviour. [8]
(b) Evaluate what psychologists have discovered about architecture and behaviour. [10]
(c) Suggest what improvements might be made to a public building of your choice and how its users would benefit. [6]

8 Read the passage below and answer the questions which follow.

Did the earth move for you ?

In June 1997 a new type of map made news headlines and over £1,000,000 sterling in publishing royalties for the inventor. Apparently people turn a road map to face the way they are travelling but then find that in turning the map around they cannot read the names of towns. The invention was an upside down map! Why don't people just stand on their heads ?!

- (a) Describe what psychologists have found out about environmental cognition. [8]
- (b) Evaluate what psychologists have found out about environmental cognition. [10]
- (c) You work for a company that designs maps. Giving reasons for your answer, suggest what features your 'perfect' map would include to allow people to find their way easily around a place of your choice. [6]

PSYCHOLOGY AND HEALTH

Answer **one** question from **Section A** and **one** question from **Section B**.

SECTION A

Answer **one** question from this section

- 9 (a) Explain, in your own words, what is meant by the term 'chronic pain'. [2]
- (b) Describe **two** ways in which chronic pain can be measured. [6]
- (c) Outline **one** theory of pain. [3]
- 10 (a) Explain, in your own words, what is meant by the term 'stress'. [2]
- (b) Describe **two** sources (or causes) of stress. [6]
- (c) Describe **one** model which explains why stress can lead to illness. [3]

SECTION B

Answer **either** Question 11 **or** Question 12

11 Read the passage below and answer the questions which follow.

A spoonful of sugar helps the medicine go down

How widespread is the problem of non-compliance to medical requests in America?

- The average adherence rate for taking medicine to treat acute illnesses with short-term treatment regimens is about 78%; for chronic illnesses with long-term regimens the rate drops to about 54%
 - The average adherence rates for taking medicine to prevent illness is roughly 60% for both short-term and long-term regimens (treatment programs).
 - Patients adherence to scheduled appointments with a practitioner is much higher if the patient initiated the appointment than if the practitioner did.
 - Adherence to recommended changes in lifestyle, such as stopping smoking or altering one's diet, is generally quite variable and often very low.
- (a) Describe what psychologists have found out about adherence to medical requests. [8]

- (b) Evaluate what psychologists have found out about adherence to medical requests. [10]
- (c) Giving reasons for your answer, suggest what medical practitioners can do to improve patients' adherence to their requests. [6]

12 Read the passage below and answer the questions which follow.

Health matters

What do people do to protect, maintain or promote their health? In one study (Harris and Guten, 1979) two-thirds of the Americans questioned listed eating sensibly, getting enough sleep and keeping emergency telephone numbers to hand as most important. Turk et. al (1984) went one step further and compared three groups: nurses, teachers and students. The three most important behaviours of the three groups are shown below:

Nurses	Teachers	Students
<ul style="list-style-type: none"> • Keeping emergency phone numbers to hand • Destroying old or unused medicine • Having a first aid kit in the home 	<ul style="list-style-type: none"> • Watching one's weight • Visiting a dentist regularly • Eating sensibly 	<ul style="list-style-type: none"> • Getting enough exercise • Not smoking • Spending free time out of doors

- (a) Describe what psychologists have found out about lifestyles and health behaviour. [8]
- (b) Evaluate what psychologists have found out about lifestyles and health behaviour. [10]
- (c) Using your psychological knowledge, suggest ways in which people can be encouraged to improve their lifestyle and health behaviour. [6]

PSYCHOLOGY AND ABNORMALITY

Answer **one** question from **Section A** and **one** question from **Section B**.

SECTION A

Answer **one** question from this section

- 13** (a) Explain, in your own words, what is meant by the term 'degenerative abnormality'. [2]
- (b) Describe **two** types of degenerative abnormality. [6]
- (c) Describe **one** way in which degenerative abnormality may be reduced. [3]
- 14** (a) Explain, in your own words, what is meant by the term 'phobia'. [2]
- (b) Describe **one** study demonstrating that phobias may be learned. [3]
- (c) Describe **two** ways in which phobias may be treated. [6]

SECTION B

Answer **either** Question 15 or Question 16

- 15** Read the passage below and answer the questions which follow.

Are you a SAD person?

For many years it has been observed that depression and mania often come and go with the seasons – originally it was thought that cold temperatures and dark nights caused depression. We now know that this type of *abnormal affect* is a little more complex than first thought. One 'treatment' for *seasonal affective disorder* is to have 'daylight' light bulbs to artificially extend the number of daylight hours.

- (a) Describe psychological explanations of abnormal affect. [8]
- (b) Evaluate psychological explanations of abnormal affect. [10]
- (c) Suggest ways of overcoming the effects of abnormal affect [6]

16 Read the passage below and answer the questions which follow.

Kegworth 1987

As the aeroplane crashed into the ground, the first person on the scene was Graham Pearson a passing motorist. He spent three hours helping people from the wreckage and comforting the injured and dying. But this led Mr Pearson to suffer gruesome flashbacks, feelings of helplessness, guilt and anger and other symptoms of post traumatic stress disorder.

- (a) Describe psychological explanations of abnormal affect due to trauma. [8]
- (b) Evaluate psychological explanations of abnormal affect due to trauma. [10]
- (c) Suggest, giving reasons for your answer, ways in which abnormal affect due to trauma can be reduced. [6]

PSYCHOLOGY AND ORGANISATIONS

Answer **one** question from **Section A** and **one** question from **Section B**.

SECTION A

Answer **one** question from this section

- 17 (a) Explain, in your own words, what is meant by the term 'quality of working life'. [2]
- (b) Describe **one** way in which job satisfaction has been measured. [6]
- (c) Describe **two** ways in which job satisfaction may be increased [3]
- 18 (a) Explain, in your own words, the meaning of the term 'temporal conditions of work environments.' [2]
- (b) Describe **two** ways in which shiftwork may be applied in organisations. [6]
- (c) Suggest **one** way, in which accidents at work may be reduced. [3]

SECTION B

Answer **either** Question 19 **or** Question 20

- 19 Read the passage below and answer the questions which follow.

Pushers and blockers

According to Clarke (2000) leaders fall roughly into two camps. Pushers' value and so support and encourage the development of their followers; 'blockers' appear to feel threatened by any advancement made by their subordinates, and therefore obstruct their efforts.

- (a) Describe what psychologists have found out about leadership and management style. [8]
- (b) Evaluate what psychologists have found out about leadership and management style. [10]
- (c) If you were the head of a business what would you be looking for in an effective leader? Give reasons for your answer. [6]

20 Read the passage below and answer the questions which follow.

It's not likely to be you

In 1989 Harpaz set out to determine the extent of people's non-financial motivation to work. Workers in seven different countries were asked whether they would give up work if they won the lottery or a large sum of money. The results below show the percentage of workers who said they would continue to work.

Japan 90%	Belgium 80%
United States of America 89%	Britain 70%
Israel 88%	Germany 65%
Netherlands 85%	

- (a) Describe what psychologists have discovered about motivation to work. [8]
- (b) Evaluate what psychologists have discovered about motivation to work. [10]
- (c) Giving reasons for your answer, suggest motivators that could be used to increase sales targets amongst sales people. [6]

CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Level

MARK SCHEME FOR SPECIMEN QUESTION PAPER

**Syllabus for first examination in 2001 (Advanced Subsidiary Level) and
2002 (Advanced Level)**

PSYCHOLOGY

9698/3

Specimen Paper 3

(Advanced Level)

MAXIMUM MARK: 70

AS/A LEVEL PSYCHOLOGY

Mark Scheme for Specimen Paper 9698/3

Paper 3, Specialist Choices

Section A

Question part (a)

0 marks	no answer or incorrect answer
1 mark	some understanding, but explanation brief and lacks clarity
2 marks	clear, accurate and detailed with explicit explanation of term

Question part (b/c) (marks apply to each of **TWO** examples.)

0 marks	no answer or incorrect answer
1 mark	answer anecdotal or of peripheral relevance only.
2 marks	answer appropriate, some accuracy, brief.
3 marks	answer appropriate, accurate, detailed.

Question part (b/c)

0 marks	no answer or incorrect answer
1 mark	answer anecdotal or of peripheral relevance only.
2 marks	answer appropriate, some accuracy, brief.
3 marks	answer appropriate, accurate, detailed.

Question A 11 marks maximum

- NB** Questions in Section A each have a maximum mark of 11.
Questions in Section B each have a maximum mark of 24.
Maximum number of marks per Option is 35.
Maximum number of marks per paper [2 options x 35] is 70.

Section B

Work not worthy of credit receives 0 marks

Question part (a)

Q(a) Knowledge (1) [Terminology and concepts]

- 1 mark Some appropriate concepts and theories are considered. An attempt is made to use psychological terminology appropriately.
- 2 marks Range of appropriate concepts and theories are considered. The answer shows a confident use of psychological terminology.

Q(a) Knowledge (2) [Evidence]

- 1 mark Some basic evidence is described and/or it is of peripheral relevance only and/or it is predominantly anecdotal.
- 2 marks Appropriate psychological evidence is accurately described but is limited in scope and detail.
- 3 marks Appropriate psychological evidence is accurately described and is reasonably wide ranging and detailed.
- 4 marks Appropriate psychological evidence is accurately described and is wide ranging and detailed.

Q(a) Understanding [What the knowledge means]

- 1 mark Some understanding of appropriate concepts and/or evidence is discernible in the answer.
- 2 marks The answer clearly identifies the meaning of the theory/evidence presented.

Question part (b)

Q(b) Evaluation [Assessing quality of data]

- 1 mark The quality of pertinent evidence is considered against one evaluation issue.
- 2 marks The quality of evidence is considered against a number of issues, but is limited in scope and detail.
- 3 marks The quality of evidence is considered against a number of issues and is reasonably wide ranging and detailed.
- 4 marks The quality of evidence is considered against a number of issues and is wide ranging and detailed.

Q(b) Analysis [Key points and valid generalisations]

- 1 mark Key points are identified for a given study (or number of studies) OR across studies, but no valid generalisations/ conclusions are made.
- 2 marks The answer identifies key points across studies and valid generalisations/ conclusions are made.

Q(b) Cross Referencing [Compare and contrast]

- 1 mark Two or more pieces of evidence are offered for a given issue but the relationship between them is not made explicit.
- 2 marks Two or more pieces of evidence are offered for a given issue and the relationship between them (comparison or contrast) is explicit.

Q(b) Analysis [Structure of answer]

- 1 mark The essay has a basic structure and argument.
- 2 marks Structure sound and argument clear and coherent.

Question part (c)

Q(c) Application [Applying to new situations and relating to theory/ method]

- 1 mark An attempt has been made to apply the assessment request specifically to the evidence. Appropriate suggestion. One basic application.
- 2 marks The assessment request has been applied effectively to the evidence. Appropriate suggestion. One detailed, or more than one, application considered.

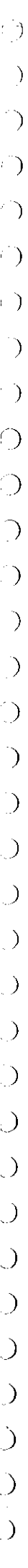
Q(c) Knowledge (2) [Evidence]

- 1 mark Basic evidence is referred to but not developed and/or it is of peripheral relevance only and/or it is predominantly anecdotal.
- 2 marks Appropriate psychological theory/evidence is explicitly applied.

Q(c) Understanding [What the knowledge means]

- 1 mark Some understanding (of relationship between application and psychological knowledge) is evident in the answer OR there is clear understanding of the suggested application(s)
- 2 marks The answer shows a clear understanding of the relationship between psychological knowledge and the suggested application AND there is clear understanding of the suggested application(s)

Maximum mark Question A and Question B = 35
Maximum paper mark (two options x 35) = 70



STN14

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