



2011 Psychology

Intermediate 1

Finalised Marking Instructions

© Scottish Qualifications Authority 2011

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery: Exam Operations.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery: Exam Operations may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

2011 Psychology Intermediate 1

Approach to Marking

1. For each question, answers will be marked according to *both* the **generic requirements** and the **specific content requirements**.
2. The generic requirements apply to all types of questions in all Sections, and appear once, below.
3. Specific content requirements are shown for every question.
4. Mark band descriptors refer to knowledge and understanding (no analysis/evaluation required at Intermediate 1).
5. Where a question demands an answer that will include several points, but specifies no precise number, credit should be awarded for EITHER a small number of points in detail, or more points in lesser detail.
6. Questions on research studies will normally focus on the topic itself, rather than an aspect of a topic. The candidate may use any study of their choice, as long as it is directly relevant to the given topic. The specific demand of the question will be reflected in the mark allocation. If required to 'describe' a study, the candidate should provide: researcher name(s), what was studied (ie psychological process, behaviour, etc), outline of procedure, results; description of participants, apparatus, method etc can also gain credit. Details such as exact number of participants, or precise results data, will not normally be required. Note that a question on a research study may specify particular aspect(s) of a study, (eg procedure, results), rather than all details of the study.
7. In questions on theories, concepts and applications, research evidence can be credited; this is normally indicated in the question and/or the specific content requirements, but even where it is not indicated in this way, credit may be awarded for reference to research/evidence.
8. For all questions, alternative material may be credited where relevant.
9. Specific content requirements for questions with larger mark allocations are not intended as a 'checklist', but rather, as an indication of the key points expected. Candidates may achieve full credit without necessarily mentioning **all** the points given, if most of them are addressed, and the answer also meets the generic requirements to a high standard. Additional or alternative material may also be credited, if relevant, whether or not it features in the Course Content.
10. Good answers may be characterised by use of appropriate psychological terminology, however full marks can be awarded for correct answers that are clearly expressed, even if no specialist terminology is used.

Mark Band & Approximate Grade (for a 16 mark question)	Generic Requirements
14-16 (A1)	<ul style="list-style-type: none"> • Relevant psychological knowledge is demonstrated. • Response shows clear understanding of psychological information, including research evidence. • Knowledge and understanding are accurately applied to given questions/stimulus material. • Integration of knowledge from other relevant areas is demonstrated.
12-13 (A2)	<ul style="list-style-type: none"> • Relevant psychological knowledge is demonstrated. • Response shows clear understanding, in the main, including some reference to research evidence. • Application of knowledge and understanding to given questions/stimulus material is accurate in the main. • Some integration of points from other relevant areas is evident, though limited.
10-11 (B)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but may be lacking in detail. • Response shows sound understanding, in the main. • Application of knowledge and understanding to given questions/stimulus material is reasonably sound.
8-9 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows some omissions. • There is reasonably sound understanding, although there are some inaccuracies. • Application of knowledge and understanding to given questions/stimulus material is evident, though limited.
7 (D)	<ul style="list-style-type: none"> • Knowledge lacks detail, or contains errors, or is irrelevant. • There is little evidence of understanding, due to many inaccuracies and/or omissions.
0-6 (NA)	<ul style="list-style-type: none"> • Little or no psychological knowledge or understanding is evident.

Reminder: For each question, answers will be marked according to **both** the **generic requirements** and the **specific content requirements**.

Specific Content Requirements

Section A: Understanding the Individual

Question A1 – Self-concept

Question No A1	Question and Specific Content Requirement	Marks
(a)	<p>Indicate if the following statement is True or False. Draw a circle around A or B.</p> <p>Ideal self is what other people think of us.</p> <p><i>B False</i></p>	1
(b)	<p>What is meant by a schema? Draw a circle around one answer you think is correct.</p> <p><i>C A mental representation of the world</i></p>	1
(c)	<p>Use the words in the box below to complete the sentence that follows.</p> <div><div>Self-efficacy Self-analysis Selfishness Self-esteem Self-denial</div></div> <p>Self-efficacy and self-esteem are components of the self-concept.</p>	2

(d)	<p>What is meant by egocentrism? Draw a circle around one answer you think is correct.</p> <p><i>B Seeing things only from your point of view</i></p>	1
(e)	<p>Who carried out the Rouge Test? Draw a circle around one answer you think is correct.</p> <p><i>B Lewis and Brooks-Gunn</i></p>	1
(f)	<p>Describe one research study that has investigated self-concept. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s) (1 mark) • how they carried out the study (3 marks) • what they found out (2 marks). <p><i>Likely studies:</i></p> <p><i>Coopersmith 1967</i> <i>Lewis & Brookes-Gunn 1979</i> <i>Piaget and Inhelder, 1956 (three mountains)</i></p>	6
(g)	<p>Describe how parents and the media influence the development of self-concept.</p> <p><i>Parent's responses through praise or lack of it can affect a child's self-esteem. As a component of self-concept this will influence it (could mention Coopersmith). Celebrities can influence the ideal self through people wishing to emulate their behaviour and appearance. Attitudes of the media towards body shape can also have an influence here. One or more components of self-concept can be mentioned or self-concept as a whole. Marks do not have to be allocated equally but a maximum of 3 marks should be given to any one of the influences.</i></p>	4
in all questions alternative points may be credited as appropriate	16

Question A2 – Learning Theories

Question No A2	Question and Specific Content Requirement	Marks
(a)	<p>Indicate if the following statement is True or False. Draw a circle around A or B.</p> <p>Skinner classically conditioned people.</p> <p><i>B False</i></p>	1
(b)	<p>Draw a circle around one answer you think completes the sentence below.</p> <p>Operant conditioning means learning by _____</p> <p><i>B Consequences</i></p>	1
(c)	<p>Use the words in the box below to complete the sentence that follows:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Gender Aggressive Classical Front Computer </div> <p>In Social Learning Theory children may learn their gender-role and how to be aggressive through observing a model.</p>	2

(d)	<p>Use the words in the box below to write two features which apply to Social Learning Theory (SLT).</p> <div data-bbox="436 309 1205 405" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> Recovery Design Identification Imitation Latency </div> <p>Feature 1 <i>Imitation</i></p> <p>Feature 2 <i>Identification</i></p>	2
(e)	<p>Describe the research carried out on dogs to investigate classical conditioning. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s) (1 mark) • how they carried out the study (3 marks) • what they found out (2 marks). <p><i>Pavlov investigated reflex responses in dogs. He paired together the presentation of food with the sound of a bell/metronome. Once they had been paired several times the dogs associated the sound of the bell with the food and salivated to the bell alone. (Credit should be given if appropriate terminology is used eg US, UR etc).</i></p>	6
(f)	<p>Describe examples of how reinforcement and punishment can change behaviour.</p> <p><i>Reinforcement will encourage the behaviour to be repeated in the future. Reinforcements can be rewards such as sweets, money or social rewards like praise etc. Punishment will discourage a behaviour in the future. Punishment can be physical or emotional eg smack or time out. Marks do not have to be allocated equally but a maximum of 3 marks should be given to any one of the consequences of behaviour.</i></p>	4

in all questions alternative points may be credited as appropriate	16
--	---	----

Section B: Investigating Behaviour

Question B1

Question No B1	Question and Specific Content Requirement	Marks
(a)	<p>Indicate if the following statement is True or False. Draw a circle around A or B.</p> <p>The experimental method shows cause and effect.</p> <p>A <i>True</i></p>	1
(b)	<p>Which of the following two methods can be used in surveys? Draw a circle around two answers you think are correct.</p> <p>B <i>Interviews</i></p> <p>C <i>Questionnaires</i></p>	2
(c)	<p>A hypothesis is? Draw a circle around one answer you think is correct.</p> <p>C <i>A prediction of what the results of research will be.</i></p>	1
(d)	<p>What is meant by the term “independent variable”.</p> <p><i>The independent variable is the one that is changed/manipulated by the researcher in order to see what effect it has on the dependent variable.</i></p>	2

(e)	<p>Select an ethical principle from the box below. Draw a circle around one answer you think is correct.</p> <div data-bbox="454 319 1386 392" style="border: 1px solid black; padding: 5px; text-align: center;"> Confidentiality Loyalty Patience Tolerance Helping </div> <p><i>Confidentiality</i></p>	1
(f)	<p>Which of the following can be used to present data in psychology? Draw a circle around one answer you think is correct.</p> <p>C <i>Bar chart</i></p>	1
(g)	<p>Complete the following two sentences by filling in the blanks. The first letter is already given in the first sentence.</p> <p>Psychologists can find the arithmetic average by calculating the <i>mean</i>. The middle value in a set of data is known as the <i>median</i>.</p>	2
(h)	<p>What is meant by “random sampling”?</p> <p><i>Random sampling means allowing every person in the target population an equal chance of being selected.</i> <i>Could mention putting names into a computer programme and allowing it to select participants at random.</i></p>	2

(i)	<p>Describe the case study method of research.</p> <p><i>Case study is a longitudinal in-depth study on an individual or a group of people. It is used to investigate unusual behaviour/conditions. Data can be collected using a variety of methods eg psychometric tests, surveys etc. Data can be collected from a variety of sources, eg people who know the individual/group.</i></p>	4
in all questions alternative points may be credited as appropriate	16

Section C: The Individual in the Social Context

Question C1 – Personality

Question No C1	Question and Specific Content Requirement	Marks
(a)	<p>In Freud's theory of personality what is the Superego? Draw a circle around one answer you think is correct.</p> <p><i>B The morality principle</i></p>	1
(b)	<p>Which of the following is one of Eysenck's personality traits? Draw a circle around one answer you think is correct.</p> <p><i>C Stability</i></p>	1
(c)	<p>Use the words in the box below to write the two features that relate to Costa & McCrae's "big five".</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Conformity Agreeableness Fixation Conscientiousness Happiness</p> </div> <p>Feature 1 <i>Agreeableness</i> Feature 2 <i>Conscientiousness</i></p>	2

(d)	<p>Describe what is meant by the latency stage in Freud's theory of development.</p> <p><i>The latency stage (6 years – puberty). In this stage energies are channelled into other areas (social, education) of development and all sexual desires remain repressed. Personality doesn't change very much.</i></p>	2
(e)	<p>Describe two personality tests that you have studied.</p> <p><i>Any 2 from: EPI, TAT, Rorschach Ink Blot, MMPI etc.</i></p> <p><i>1 mark for the name of study and 1 mark for the description in each case.</i></p>	4
(f)	<p>Describe one study from the area of personality. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s) (1 mark) • how they carried out the study (3 marks) • what they found out (2 marks). <p><i>Likely studies:</i></p> <p><i>Freud (1909)</i> <i>Adorno (1950)</i> <i>Eysenck (1947)</i> <i>Forer (1949)</i></p>	6
in all questions alternative points may be credited as appropriate	16

Question C2 – Group Processes

Question No C2	Question and Specific Content Requirement	Marks
(a)	<p>Which of the following is an example of a formal group? Draw a circle around the one answer you think is correct.</p> <p>C <i>A meeting of the officials for the Commonwealth Games</i></p>	1
(b)	<p>Indicate if the following statement is True or False. Draw a circle around A or B.</p> <p>Groups are more cohesive if members are similar to each other.</p> <p>A <i>True</i></p>	1
(c)	<p>Use the words in the boxes below to write the two features that relate to Tuckman's stages of group development.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> Charming Performing Harming Warning Storming </div> <p>Feature 1 <i>Performing</i> Feature 2 <i>Storming</i></p>	2

(d)	<p>What are “group norms”?</p> <p><i>The acceptable modes of behaviour accepted among members – the unwritten rules</i></p>	2
(e)	<p>Describe one research study that has investigated group processes. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher’s name(s) (1 mark) • how they carried out the study (3 marks) • what they found out (2 marks). <p><i>Likely studies:</i></p> <p><i>Sherif (1935)</i> <i>Moscovici & Zavalloni (1967)</i> <i>Stoner (1961)</i> <i>Janis (1972, 1982)</i></p>	6
(f)	<p>Describe factors that affect group decision-making.</p> <p><i>Group polarisation, groupthink, risky shift, credit can be given for research evidence.</i></p> <p><i>Maximum of 2 marks for common sense answers.</i></p>	4
in all questions alternative points may be credited as appropriate	16

Question C3 – Non-verbal Communication (NVC)

Question No C3	Question and Specific Content Requirement	Marks
(a)	<p>Which of the following is a function of NVC? Draw a circle around one answer you think is correct.</p> <p><i>B To replace speech</i></p>	1
(b)	<p>State one gender difference in NVC.</p> <p><i>Men's general proximity is closer than women's, women hold eye contact longer than men etc.</i></p>	2
(c)	<p>From the box below, choose one type of NVC.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> Friendship Groups Gesture Speaking Behaviour </div> <p><i>Gesture</i></p>	1

(d)	<p>Give one feature of verbal communication and one feature of non-verbal communication.</p> <p>Verbal – <i>uses speech/language to communicate.</i> Non-verbal – <i>uses gesture/facial expressions to communicate.</i></p> <p><i>If functions are given rather than features – this may be accepted at this level.</i></p>	2
(e)	<p>Describe one research study that has investigated NVC. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s) (1 mark) • how they carried out the study (3 marks) • what they found out (2 marks). <p><i>Likely studies:</i></p> <p><i>Ekman (1980)</i> <i>Eible-Ebbesfeldt (1973)</i> <i>Hess (1967)</i></p>	6
(f)	<p>Describe the facial expressions of emotion which are considered to be universal.</p> <p><i>Any from disgust, surprise, anger, happiness, sadness – description of emotion that go along with the expression can be accepted.</i></p> <p><i>Maximum of 2 marks for a list of facial expressions.</i></p>	4
in all questions alternative points may be credited as appropriate	16

Question C4 – Altruism

Question No C4	Question and Specific Content Requirement	Marks
(a)	<p>Draw a circle around one answer you think completes the sentence below.</p> <p>When an individual helps another with no benefit or reward, this is called.</p> <p><i>D altruism</i></p>	1
(b)	<p>Complete the following sentence by filling in the blank. The first letter is already given.</p> <p>In situations we are less likely to help because several people are present; this is called Diffusion of <i>Responsibility</i>.</p>	1
(c)	<p>From the box below, choose one example of a victim characteristic.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> sampling age memory subway modelling </div> <p><i>Age</i></p>	1
(d)	<p>Indicate if the following statement is True or False. Draw a circle around A or B.</p> <p>The kin selection theory is based on the biological approach.</p> <p><i>A True</i></p>	1

(e)	<p>Explain what is meant by “pluralistic ignorance”.</p> <p><i>Bystanders to an emergency situation may interpret the situation as a non-emergency if others around them are acting in an apparently calm manner.</i></p> <p><i>1 mark for “not helping”.</i></p>	2
(f)	<p>Describe one research study that investigates altruism. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher’s name(s) • how they carried out the study • what they found out. <p><i>Likely studies:</i></p> <p><i>Darley & Latane (1968)</i> <i>Piliavin, Rodin and Rodin (1969).</i> <i>Beckman (1974).</i> <i>West et al. (1975).</i></p>	6
(g)	<p>Describe how modelling and reinforcement can be used to encourage altruism.</p> <p><i>Modelling – people may observe and imitate the altruistic behaviour of role models.</i> <i>Reinforcement – if people are reinforced for their altruistic behaviour they are likely to repeat it.</i> <i>Reinforcement may also be described in relation to modelling. Marks do not have to be allocated equally but a maximum of 3 marks should be given to any one of the factors which encourage altruism.</i></p>	4
in all questions alternative points may be credited as appropriate	16

[END OF MARKING INSTRUCTIONS]