



# **2010 Psychology**

## **Intermediate 2**

### **Finalised Marking Instructions**

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## 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 include reference to both knowledge/understanding and analysis/evaluation; in the questions, these are weighted at approximately **80% & 20%** of the available marks, respectively.
5. Where a question requires the candidate to 'Evaluate' (research, theory, method, application, etc), a balance of strengths and weaknesses should be provided. However, a bias towards weaknesses/limitations/disadvantages is acceptable.
6. 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.
7. Questions on research studies will normally focus on the topic itself, rather than an aspect of a topic. They may require the candidate to 'describe', or 'discuss', or 'evaluate' a study. 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, including the proportions of knowledge/understanding and analysis/evaluation required. To 'describe' a study, the candidate should provide: researcher name(s), date (preferably), what was studied (ie psychological process, behaviour, etc) and why (aim), outline of procedure, results; description of participants, apparatus, method, etc can also gain credit. To 'discuss', the answer should include all of those plus conclusions and evaluation. To 'evaluate', strengths and weaknesses (methodological, ethical, theoretical, etc) should be given. 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, or may require the candidate to relate the research findings to a theory, concept, application.
8. 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 relevant research evidence.
9. For all questions, alternative material may be credited where relevant.
10. 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.

Mark Band & Approximate Grade (for a 20 mark question)	Generic Requirements
<b>18-20 (A1)</b>	<ul style="list-style-type: none"> <li>• Accurate, relevant psychological knowledge is demonstrated.</li> <li>• Response is well structured showing clear understanding; appropriate examples are provided.</li> <li>• Integration of knowledge from other relevant areas is appropriate.</li> <li>• Analysis of psychological processes and behaviours is precise and supported by research evidence.</li> <li>• Evaluation of theories, concepts and evidence is accurate.</li> <li>• Psychological ideas are expressed effectively using accurate terminology.</li> </ul>
<b>14-17 (A2)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is accurate and relevant in the main.</li> <li>• The response shows clear understanding and some appropriate examples are used.</li> <li>• Some integration of points from other relevant areas is shown, though may be slightly limited.</li> <li>• The answer is analytical and draws on research evidence, but may show minor weaknesses or omissions.</li> <li>• Evaluation is shown but may be limited.</li> <li>• Expression of psychological ideas is effective with good use of psychological terminology.</li> </ul>
<b>12-13 (B)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant but may be slightly lacking in detail.</li> <li>• Response shows good understanding although use of examples and research evidence may be limited.</li> <li>• Analysis and evaluation are evident, although limited.</li> <li>• Psychological ideas are expressed effectively in the main, with some use of psychological terminology.</li> </ul>
<b>10-11 (C)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies.</li> <li>• There is reasonably clear understanding, although use of examples and research evidence is limited or absent.</li> <li>• Analysis/evaluation is lacking or is inaccurate.</li> <li>• Expression of psychological information is reasonably clear, although use of psychological terminology may be limited.</li> </ul>
<b>9 (D)</b>	<ul style="list-style-type: none"> <li>• Knowledge lacks detail and/or contains errors.</li> <li>• There is little evidence of understanding either because of inaccuracies or irrelevant use of examples.</li> <li>• Analysis/evaluation has not been attempted and there is little or no use of research evidence.</li> <li>• Expression of psychological information is unclear, and terminology is lacking.</li> </ul>
<b>0-8 (NA)</b>	<ul style="list-style-type: none"> <li>• Little or no psychological knowledge or understanding is evident.</li> <li>• No analysis or evaluation is shown.</li> <li>• Psychological information is very poorly expressed, using little or no appropriate terminology.</li> </ul>

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

### Specific Content Requirements

#### Section A

#### Question 1 – Self-concept

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by</p> <p>(i) “self image”; (ii) “self efficacy”; (iii) “ideal self”?</p> <p><i>Self image – how we see ourselves</i> <i>Self efficacy – how we view our own abilities</i> <i>Ideal self – how we would like to be</i></p>	<p>2 2 2</p>	<p>0 0 0</p>
(b)	<p>(i) What is meant by “egocentrism”? (ii) How might a child show “egocentrism”?</p> <p><i>(i) Egocentrism – when a child is unable to take someone else’s view.</i> <i>(ii) A three year old who is playing ‘hide and seek’ may hide just by covering his/her eyes.</i> <i>Or similar examples</i></p>	<p>2 0</p>	<p>0 2</p>

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(c)	<p>Describe <b>one</b> research study that has looked at the development of the self-concept. Your answer should include researcher's name(s), aims/what was studied, procedure, results.</p> <p><i>Studies could include:</i>  <i>Lewis and Brooks (1978)</i>  <i>Lewis and Brooks-Gunn (1979)</i>  <i>Guthrie (1938)</i>  <i>Coopersmith (1968)</i>  <i>Kuhn (1960)</i></p>	4	0
(d)	<p>Explain how peers affect the development of the self concept during adolescence.</p> <p><i>Adolescents tend to group with people of the same age, social background, and of equal status. They will share more social and emotional ties with their peers rather than parents eg clothing, music etc.</i></p>	4	2
	<b>...in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

## Question 2 – Learning Theories

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Briefly describe what is meant by:</p> <p>(i) positive reinforcement; (ii) negative reinforcement.</p> <p><i>Positive reinforcement should be described as the strengthening of a behaviour through receiving a favourable stimulus. Negative should be described as strengthening of a behaviour through termination of an unpleasant stimulus.</i></p>	<p>2 2</p>	<p>0 0</p>
(b)	<p>Describe what is meant by Social Learning Theory.</p> <p><i>Answer could explain that people can learn either through direct consequences of their actions (such as reinforcement/punishment) or through observational learning. In observational learning, a person's behaviour is influenced by another, but does not necessarily become more similar to it. This could be contrasted with the narrower behaviourist approach of learning only through classical and operant conditioning. We observe behaviour of models – eg a child would use same sex parent as their model, they then imitate especially if they are rewarded. Research such as the work of Bandura could be mentioned. Reference to imitation, role models etc can also be credited.</i></p>	<p>6</p>	<p>0</p>
(c)	<p>Describe and evaluate <b>one</b> research study into learning. Your answer should include researcher's name(s), aims/what was studied, procedure, results, conclusion/evaluation.</p> <p><i>Chosen studies could include:</i></p> <p><i>Pavlov (1927)</i> <i>Skinner (1948)</i> <i>Bandura, Ross &amp; Ross (1963)</i></p>	<p>4</p>	<p>2</p>

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Briefly describe what is meant by punishment, and explain how it can affect behaviour in everyday life.</p> <p><i>Punishment can be described as weakening of a behaviour by means of an unpleasant outcome. Description should focus on real-world uses of punishment such as discipline in the home, in schools, criminal justice. Description should clearly refer to punishment ie the use/withdrawal of a stimulus in order to reduce the strength or frequency of a behaviour. Examples can be credited, eg scolding a child, a punishment exercise at school, prison sentence.</i></p>	2	2
	<b>.....in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

## Section B

### Question 1 – Investigating Behaviour

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	Describe the <b>interview</b> method of research.  <i>Structured, unstructured, semi-structured, clinical. Some or all could be explained. Information about feelings and attitudes, can be conducted face-to-face or by telephone. Qualitative and quantitative data can be collected (explanations can be given). Questions can be open or closed (explanations can be given).</i>	4	0
(b)	Describe the <b>experimental</b> method of research.  <i>Laboratory, field, natural – some or all could be explained, comparison of strengths &amp; weaknesses of different types of experiments may be given. Hypothesis (can be explained). Causal relationship between IV and DV (explanations can be given), control issues, possibility of replication, ecological validity.</i>	4	0
(c)	What is meant by “ecological validity”?  <i>Extent to which the results of a study can be generalised to real life.</i>	2	0
(d)	Mean, median and mode are three measures of central tendency.  Choose <b>one</b> of these and describe how it is calculated.  <i>Mean: add all of the scores together and divide by the number of scores. Median: arrange scores in order and select middle score. Mode: select most frequently occurring score.</i>	2	0





## Section C

### Question 1 – Personality

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>From Freud’s theory briefly describe what is meant by “id, ego, superego”.</p> <p><i>Key feature(s) of each component should be given eg id – unconscious mind, develops in early childhood, drives behaviour on pleasure principle. Ego develops next, tries to satisfy Id in a realistic manner. Superego develops last and is the externalised moral values of parents and society.</i></p>	6	0
(b)	<p>Fixation can occur during Freud’s psychosexual stages of development.</p> <p>(i) What is meant by fixation? (ii) Name and explain <b>one</b> example of fixation.</p> <p><i>(i) Not moving on to a new stage at the appropriate age. (ii) Oral fixation – when the desire for oral stimulation persists later in life leading to oral behaviours such as overeating. Anal retention – the individual does not fully mature from the toilet training process, leading to fussy/ compulsive behaviour.</i></p>	2 0	0 2
(c)	<p>Describe the Big 5 (“OCEAN”) traits of personality.</p> <p><i>Description will focus on the five traits, some of which could be defined (openness, conscientiousness, extraversion, agreeableness, neuroticism). The development of the theory and its uses could also be explained. Research evidence can also be credited. Maximum of 3 marks for just identifying the 5 traits.</i></p> <p>All 5 should be named and 3 described.</p>	6	0

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Describe why and where a personality test might be used.</p> <p><i>Description should focus on real-world application eg in a business, in education, in careers or other advisory services. The client would sit a test, often in paper format or on computer screen, though sometimes involving an interview. The finding of the test would help the organisation to achieve a goal, eg assign people to a suitable task or role.</i></p>	2	2
	<b>.....in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

## Question 2 – Group Processes

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by the term “norm” in group processes?</p> <p><i>A set of written or unwritten rules of behaviour in a given situation</i></p>	2	0
(b)	<p>Give <b>two</b> characteristics of an informal group.</p> <p><i>Any 2 from: Spontaneous, based on friendships/interests in common, unwritten rules (norms) give social rewards.</i></p>	2	0
(c)	<p>Give <b>two</b> characteristics of a cohesive group.</p> <p><i>Any 2 from: Cohesiveness: closeness, loyalty, lack of conflict, team spirit, shared beliefs, high belongingness needs, equal status of members.</i></p>	2	0
(d)	<p>Name and briefly describe <b>three</b> of Tuckman’s 5 stages of group development.</p> <p><i>Any 3 from: Stage 1: Forming: the initial stage, members are tentative about the task, about each other and the group leadership. Extreme views are usually restrained. Stage 2: Storming: the members are getting to know each other better and are prepared to put forward their views more vigorously. This leads to conflict between individuals. Stage 3 Norming: the conflict begins to be controlled as the members realise the need to co-operate in order to perform the task. The group agrees norms of behaviour. Stage 4 Performing: the group has now developed the required degree of cohesion to work effectively as a team. Stage 5 Adjourning: the group disbands, either because their task has been accomplished or because members have left.</i></p>	6	0

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(e)	<p>Describe and evaluate evidence of group polarisation.</p> <p>You should refer to research evidence in your answer.</p> <p><i>Groups tend to polarize either to more extreme risk or more extreme caution than the individual members of the group.</i></p> <p><i>Groups come together and attitudes are strengthened. There may be 2 extreme views being discussed.</i></p> <p><i>The group will settle on one of the extreme views.</i></p> <p><i>Some groups are likely to make riskier decisions than individuals (known as risky shift); explanation of process, eg individuals feel more secure to take risks, as they are not alone (diffusion of responsibility); willingness to take risks seen as socially desirable, gains approval. Evidence – Stoner (1961) – Risky Shift, Moseovier and Zawaloni (1967) – group polarisation. Poor ecological validity.</i></p>	4	4
	<b>..... in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

### Question 3 – Non-verbal Communication (NVC)

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Name <b>two</b> types of NVC.</p> <p><i>Any 2 from:</i> <i>Proximity, para-language, posture, facial expressions, gestures.</i></p>	2	0
(b)	<p>State <b>two</b> facial expressions that are universal.</p> <p><i>Any 2 from:</i> <i>Disgust, surprise, fear, anger, etc</i></p>	2	0
(c)	<p>Briefly describe <b>one</b> function of NVC.</p> <p><i>Function described should come from:</i> <i>Aid to speech, signal emotional content, etc.</i></p>	2	0
(d)	<p>Describe the role of nature <b>and</b> nurture within NVC.</p> <p><i>Nature factors – innate basis of facial expressions, evidence for this from infants and different cultures.</i></p> <p><i>Nurture factors – learned through experience, imitation and reinforcement, SLT.</i></p> <p><i>Maximum of four marks for either side of the debate.</i></p>	6	0

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(e)	<p>Describe and evaluate <b>one</b> research study within NVC.</p> <p>Your answer should include researcher's name(s), aims/what was studied, procedure, results: conclusion/evaluation.</p> <p><i>Choice of study could include:</i>  <i>Eibl-Eibesfeldt (1970, 1972)</i>  <i>Jourard (1966)</i>  <i>Kendon (1967)</i>  <i>Felipe &amp; Sommer (1966)</i>  <i>Ekman &amp; Friesen (1971)</i></p> <p><i>Other appropriate choices should be credited.</i></p>	4	4
	<b>.....in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

#### Question 4 – Altruism

Question No C4	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by altruism?</p> <p><i>Helping behaviour that is intended to benefit others rather than oneself.</i></p>	2	0
(b)	<p>In bystander behaviour, what is meant by “pluralistic ignorance”?</p> <p><i>A situation where a number of people who are present in an emergency appear to be calm, which is interpreted by others as meaning nothing is wrong and they don’t need to react.</i></p>	2	0
(c)	<p>Give <b>two</b> examples of victim characteristics.</p> <p><i>Gender, race, age, appearance, etc.</i></p>	2	0
(d)	<p>Name <b>two</b> strategies that can be used to encourage altruism in children.</p> <p><i>Reinforcement and modelling, (SLT)</i></p>	2	0
(e)	<p>Describe <b>one</b> research study that has investigated altruism. Your answer should include researcher name(s), aims/what was studied, procedure, results.</p> <p><i>Likely studies: Latane and Darley, Latane and Rodin, Piliavin et al.</i></p>	4	0



(f)	Describe and evaluate <b>one</b> theory of altruistic behaviour. <i>Likely theories: kin selection; cost-reward analysis; empathy-altruism.</i>	4	4
	<b>... in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

[END OF MARKING INSTRUCTIONS]