



2011 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 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
18-20 (A1)	<ul style="list-style-type: none"> • Accurate, relevant psychological knowledge is demonstrated. • Response is well structured showing clear understanding; appropriate examples are provided. • Integration of knowledge from other relevant areas is appropriate. • Analysis of psychological processes and behaviours is precise and supported by research evidence. • Evaluation of theories, concepts and evidence is accurate. • Psychological ideas are expressed effectively using accurate terminology.
14-17 (A2)	<ul style="list-style-type: none"> • Knowledge of the topic is accurate and relevant in the main. • The response shows clear understanding and some appropriate examples are used. • Some integration of points from other relevant areas is shown, though may be slightly limited. • The answer is analytical and draws on research evidence, but may show minor weaknesses or omissions. • Evaluation is shown but may be limited. • Expression of psychological ideas is effective with good use of psychological terminology.
12-13 (B)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant but may be slightly lacking in detail. • Response shows good understanding although use of examples and research evidence may be limited. • Analysis and evaluation are evident, although limited. • Psychological ideas are expressed effectively in the main, with some use of psychological terminology.
10-11 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies. • There is reasonably clear understanding, although use of examples and research evidence is limited or absent. • Analysis/evaluation is lacking or is inaccurate. • Expression of psychological information is reasonably clear, although use of psychological terminology may be limited.
9 (D)	<ul style="list-style-type: none"> • Knowledge lacks detail and/or contains errors. • There is little evidence of understanding either because of inaccuracies or irrelevant use of examples. • Analysis/evaluation has not been attempted and there is little or no use of research evidence. • Expression of psychological information is unclear, and terminology is lacking.
0-8 (NA)	<ul style="list-style-type: none"> • Little or no psychological knowledge or understanding is evident. • No analysis or evaluation is shown. • Psychological information is very poorly expressed, using little or no appropriate terminology.

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 the terms “self-esteem” and “ideal self”?</p> <p><i>Self-esteem – the extent to which we like and approve of ourselves and how worthwhile we think we are (evaluative).</i></p> <p><i>Ideal self – the kind of person we would like to be.</i></p> <p><i>Credit may be given for – “one component of self concept”.</i></p>	4	0
(b)	<p>Describe what is meant by the term “schema”.</p> <p><i>Internal mental representation of the information, experiences, ideas, memories an individual has about an object/sequence of events. An internal representation of “Who we are”.</i></p>	2	0
(c)	<p>How might peers and media affect the development of self-concept in adolescence?</p> <p><i>Peers – people may compare themselves to others of same age in terms of intelligence, ability, appearance etc.</i></p> <p><i>Media – includes TV, radio, magazines, Internet, films. Stereotypical images in terms of looks, gender behaviour. Stereotyping may be +ve or –ve.</i></p>	4	0

(d)	<p>(i) What is meant by “decentring”?</p> <p><i>Stepping outside one’s own perspective and seeing things from another’s point of view.</i></p> <p>(ii) Give an example of decentring.</p> <p><i>Understanding that even whenever you cover your eyes other people can still see you even if you can’t see them.</i></p>	<p>2</p> <p>0</p>	<p>0</p> <p>2</p>
(e)	<p>Describe and evaluate one research study on self-concept.</p> <p>Include:</p> <ul style="list-style-type: none"> • researcher • aim/what was studied • procedure • results • conclusions/evaluation <p><i>Likely studies:</i></p> <p><i>Coopersmith (1967)</i> <i>Lewis and Brooks-Gunn (1979)</i> <i>Piaget & Inhelder (1956)</i></p>	4	2
	...in all questions alternative points may be credited as appropriate.	16	4

Question 2 – Learning Theories

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by “reinforcement”?</p> <p><i>Increased likelihood of a behaviour being repeated because of previous consequences of this behaviour eg reward.</i></p>	2	0
(b)	<p>Describe what is meant by “Classical Conditioning”.</p> <p><i>Pavlov investigated salivation in dogs by conducting the following experiment. For several feedings, each time the dog received its food (ucs), a bell was sounded(cs) and the amount of saliva produced by the dog was measured(ucr). After several such “trials” Pavlov sounded the bell(cs) without giving the dog any food and the dog still salivated(cr). The dogs had learned to associate the sound of the bell with food.</i></p>	4	0
(c)	<p>Describe what is meant by “Social Learning Theory” (SLT).</p> <p><i>People learn by observing and imitating the behaviour of role models. They are more likely to imitate models that are similar to themselves in terms of age, sex etc. Vicarious learning can be explained. Only half marks to be allocated if it is a straight description of “BoBo Doll” experiment.</i></p>	4	0

(d)	<p>(i) What is meant by “punishment”?</p> <p><i>Something unpleasant that decreases the probability that the event preceding it will occur again.</i></p> <p>(ii) Give an example of “punishment”.</p> <p><i>Telling off, being grounded, time out, naughty step etc.</i></p>	2	0
(e)	<p>Describe and evaluate one research study on learning.</p> <p>Include:</p> <ul style="list-style-type: none"> • researcher • aim/what was studied • procedure • results • conclusions/strengths and weaknesses <p><i>Likely studies:</i></p> <p><i>Pavlov (1927)</i> <i>Watson & Rayner (1920)</i> <i>Bandura, Ross & Ross (1963) or others</i></p>	4	2
in all questions alternative points may be credited as appropriate.	16	4

Section B

Question 1 – Investigating Behaviour

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Describe the key features of the field experiment method of research.</p> <ul style="list-style-type: none"> • <i>Takes place in everyday surroundings.</i> • <i>I.V. is still being manipulated to find effect on the D.V.</i> • <i>Environment cannot be controlled.</i> • <i>In real life settings variables which may affect the result are always present to some extent.</i> • <i>Degree of control is therefore much less.</i> 	4	0
(b)	<p>Give one weakness of the field experiment method of research.</p> <ul style="list-style-type: none"> • <i>Loss of control.</i> • <i>Much less scope for replication.</i> • <i>Ethical considerations.</i> 	0	2
(c)	<p>Identify the dependent variable (DV) in this study.</p> <p><i>The number of faces that were remembered.</i></p>	2	0
(d)	<p>Suggest a suitable hypothesis for this study.</p> <p><i>Women will remember more faces than men (or vice versa).</i> <i>2 tailed or null hypothesis also acceptable.</i></p>	2	0

(e)	Describe one sampling method that may have been used in this study. <i>Opportunity – using people most readily available.</i> <i>Random – everyone has equal chance of being selected.</i>	2	0
(f)	Describe one ethical principle that the researchers should consider in this study. <i>Consent – informed consent was gained before agreeing to take part.</i> <i>Confidentiality – should be maintained.</i> <i>Deception & welfare of participant should also be credited.</i>	0	2
(g)	Describe another type of graph/chart for presenting the results. <i>Pie chart</i>	2	0
(h)	Describe a non-experimental method that could be used for this study. <i>Interview</i> <i>Questionnaires</i>	4	0
in all questions alternative points may be credited as appropriate.	16	4

Section C

Question 1 – Personality

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Describe the “latent” stage in Freud’s psychodynamic theory of personality.</p> <p><i>The latency stage (6-puberty), energies are channelled into other areas of social development and all sexual desires remain repressed.</i></p> <p><i>Where candidate responds “... not much happening in this stage...” — credit only 1 mark.</i></p>	2	0
(b)	<p>(i) What is meant by “fixation”?</p> <p><i>Child becomes stuck at that particular stage of development, subsequent development will be affected by this fixation as it sets up traits that last throughout life.</i></p>	2	0
	<p>(ii) How might fixation occur during the oral stage of psychosexual development?</p> <p><i>Fixation develops through excessive gratification.</i></p>	0	2
(c)	<p>What is meant by the terms:</p> <p>(i) neuroticism</p> <p><i>Anxious person, where the anxiety is unusually unrealistic, emotionally unstable. Can be associated with other disorders eg phobias. Person experiences stress easily.</i></p>	2	0
	<p>(ii) stability</p> <p><i>Where the person is emotionally balanced and has a more measured approach to stressful situations, they have developed coping strategies.</i></p>	2	0

(d)	<p>Describe two of the factors in Costa & McCrae's 5 factor model of personality.</p> <p>Any 2 from: <i>Openness to experience (high scorers – curious, imaginative, creative).</i> <i>Conscientiousness (high scorers – hard-working, ambitious, persistent).</i> <i>Extroversion (high scorers-sociable, optimistic, talkative).</i> <i>Agreeableness (high scorers-good natured, cooperative, helpful).</i> <i>Neuroticism (high scorers-anxious, insecure, emotional).</i> <i>Low scorers on any of the dimensions would be described using antonyms.</i></p>	4	0
(e)	<p>Describe two personality tests and give a weakness of one.</p> <p>Two from: <i>Rorschach Test – Ink blot test which accesses the unconscious mind relying on psychodynamic principles. Person describes what they see in the ink blot. This is interpreted. Relies on psychodynamic principles which are un-testable.</i> <i>TAT – Can use pictures and the person describes what is happening in the picture. Can also use sentences and person completes and incompletes sentence or story. Person's perceptions/ attributions are being examined. High level of subjectivity.</i> <i>EPI – Form A has 33 yes/no questions, 12 for E/I 12 for N/S and 9 to test for socially desirable answers. The score a person receives determines the type of personality they have.</i> <i>Unrepresentative sample used by Eysenck as basis for theory and test.</i></p>	4	2
in all questions alternative points may be credited as appropriate.	16	4

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 a “formal” group?</p> <p><i>Brought together for a specific purpose, has a formal structure, may be short-term.</i></p>	2	0
(b)	<p>Briefly describe one factor which affects group cohesiveness.</p> <p><i>Examples include: closeness, loyalty, lack of conflict, team spirit, shared beliefs, high belongingness needs, equal status of members.</i></p>	2	0
(c)	<p>“Forming” is one of Tuckman’s stages of group development. Describe two of the other stages.</p> <p>Any 2 from:</p> <p><i>Stage 2 Storming: the members are getting to know each other better and are prepared to put forward their views more vigorously.</i></p> <p><i>This leads to conflict between individuals.</i></p> <p><i>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.</i></p> <p><i>Stage 4 Performing: the group has now developed the required degree of cohesion to work effectively as a team.</i></p> <p><i>Stage 5 Adjourning: the group disbands, either because their task has been accomplished or because members have left.</i></p>	4	0

(d)	<p>Describe what is meant by “group polarisation”.</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. 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.</i></p>	4	0
(e)	<p>Describe and evaluate one research study on group processes.</p> <p>Include:</p> <ul style="list-style-type: none"> • researcher • aim/what was studied • procedure • results • conclusions • evaluation. <p><i>Likely studies:</i></p> <p><i>Stoner (1961)</i> <i>Asch (1955)</i> <i>Runkel et al (1971)</i> <i>Janis (1972)</i></p>	4	4
 in all questions alternative points may be credited as appropriate.	16	4

Question 3 – Non-verbal Communication (NVC)

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Define the term “proximity”.</p> <p><i>The distance people will allow you to come close to them eg family members allow closer distance than strangers. Gender differences, cultural differences. Personal space, physical/eye contact – the unwritten rules.</i></p>	2	0
(b)	<p>Describe the function of eye contact and pupil dilation.</p> <p><i>Eye contact, to indicate interest, continuing non-threatening contact during a conversation indicates interest. If our eyes wander then it may be taken as a sign of non-interest.</i></p> <p><i>Pupil dilation, to indicate and show attraction. The unconscious dilation of the pupil, which also helps a person to look more attractive.</i></p>	4	0
(c)	<p>Describe the role of nurture (environment) on NVC.</p> <p><i>The learning of non-verbal signals eg feedback, turn taking – knowing the results of actions, also cultured differences in showing feelings and emotions.</i></p>	2	0

(d)	<p>Within NVC briefly describe one.</p> <p>(i) cultural difference <i>Shows that NVC is learned through experience and socialisation. In middle eastern countries people stand much closer than people in Western Countries. Important part of social interaction.</i></p> <p>(ii) gender difference <i>In western societies women tend to like more personal space of a full arms length with strangers, males allow a greater degree of proximity.</i></p>	<p>2</p> <p>2</p>	<p>0</p> <p>0</p>
(e)	<p>Describe and evaluate one research study on NVC.</p> <p>Include:</p> <ul style="list-style-type: none"> • researcher • aim/what was studied • procedure • results • conclusions • evaluation. <p><i>Likely studies:</i></p> <p><i>Hess (1963)</i> <i>Argyle and Dean (1965)</i> <i>Osgood (1966)</i> <i>Ekman and Fraser (1969)</i></p>	4	4
 in all questions alternative points may be credited as appropriate.	16	4

Question 4 – Altruism

Question No C4	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by the term “diffusion of responsibility”?</p> <p><i>Reduced feeling of responsibility for helping, due to the presence of other bystanders. The more people present, the less responsibility each individual feels.</i></p>	2	0
(b)	<p>How can modelling and reinforcement be used to encourage altruism?</p> <p><i>Modelling – Empathy is encouraged when helping behaviour is demonstrated by a role-model and an individual has the opportunity to observe and imitate it. Role models could be mentioned eg parents, teachers, celebrities. Ability and motivation to imitate the altruistic behaviour could be mentioned.</i></p> <p><i>Reinforcement – Receiving a reward/praise/social approval after behaving in an altruistic manner will encourage the behaviour to be repeated.</i></p> <p><i>Examples can be credited.</i></p>	4	0
(c)	<p>What is meant by “kinship selection”?</p> <p><i>Where relatives/family are the recipients of altruistic behaviour. Unselfish behaviour can be explained by increased survival chances of the individual’s genes.</i></p>	2	0
(d)	<p>Describe the empathy-altruism theory of altruism.</p> <p><i>Helping behaviour is motivated by our feelings for others. We identify with the sorrow, pain, need for help of others and are motivated to reduce their distress. When we focus on another person’s feelings our empathy is increased. Other aspects which increase empathy can be mentioned eg similarity.</i></p>	4	0

(e)	<p>Describe and evaluate one research study on altruism.</p> <p>Include:</p> <ul style="list-style-type: none"> • researcher • aim/what was studied • procedure • results • conclusions • evaluation. <p><i>Likely studies:</i></p> <p><i>Latane & Darley (1968) (1970)</i> <i>Piliavin et al (1969)</i> <i>Batson (1981)</i></p>	4	4
	... in all questions alternative points may be credited as appropriate.	16	4

[END OF MARKING INSTRUCTIONS]