

FOR OFFICIAL USE

--	--	--	--	--	--

Total
Marks

--

X212/101

NATIONAL
QUALIFICATIONS
2007

FRIDAY, 1 JUNE
1.00 PM – 2.30 PM

PSYCHOLOGY
INTERMEDIATE 1

Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Date of birth

Day Month Year

--	--	--	--	--	--

Scottish candidate number

--	--	--	--	--	--	--	--

Number of seat

--

- 1 There are **three** Sections in this paper.
- 2 Candidates should answer **all** questions in Sections A and B, and **two** questions from Section C.
- 3 You may use sketches and diagrams to illustrate your answers.
- 4 All answers are to be written in this answer book. If there is not enough space for you to complete your answer to any question, **additional paper** can be obtained from the invigilator.
- 5 Before leaving the examination room you must give this book to the invigilator. If you do not, you may lose all the marks for this paper.



Marks

4

(e) Name **three** levels from Maslow's Hierarchy of Needs.

3

- [illegible]

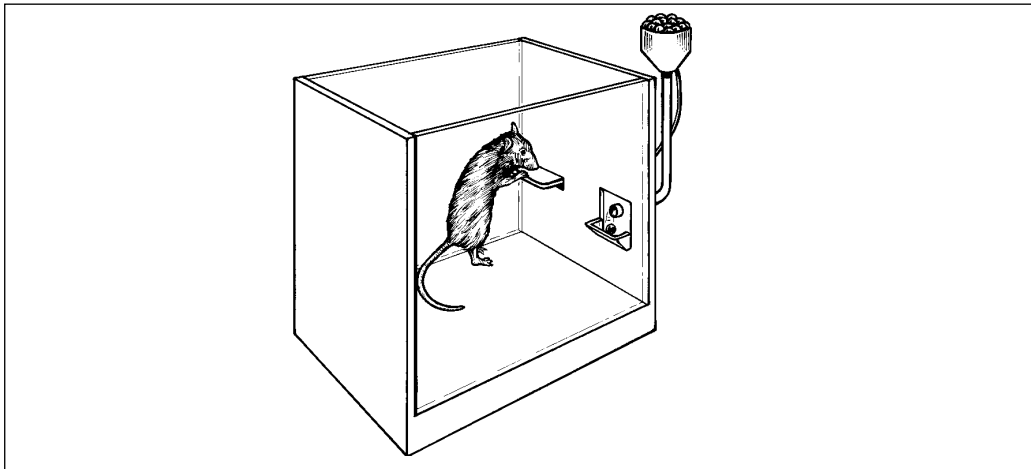
4

(16)

[Turn over

Marks

(a) Skinner trained rats to press a lever.



Look at the picture above. Name and describe the process that Skinner used to train the rats to press the lever.

[illegible]

(b)

Using **three** words from the box above, fill in the blanks in the following sentence.

3

[illegible]

4

[X212/101]

Marks

A2. (continued)

(d) Name **one** theorist who studied cognitive development in children.

1

(e) In the box below, some of the features apply to discovery learning.

maturational readiness	maternal instincts	exploration
exploitation	serialisation	transportation

In the boxes below write the **two** features that apply to discovery learning.

1.

2.

2
(16)
[32]

[END OF SECTION A]

[Turn over for SECTION B on *Page eight*]

SECTION B—INVESTIGATING BEHAVIOUR

Marks

Answer ALL questions in this Section.

B1. Read the research scenario below, then answer the questions that follow.

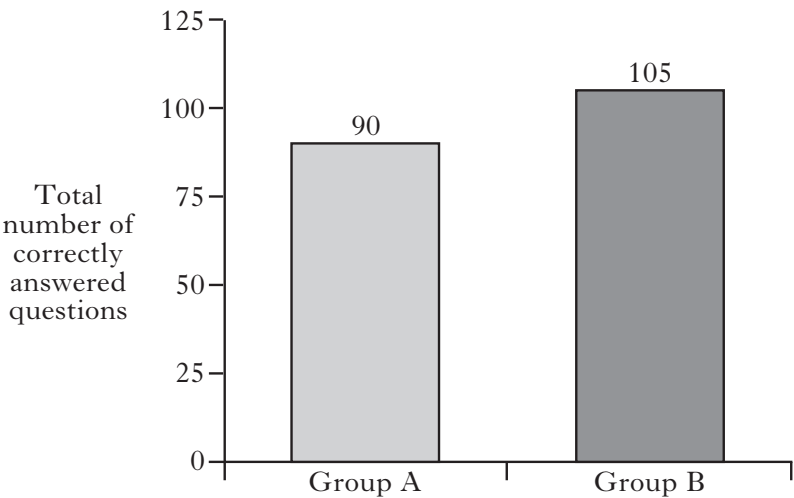
Research scenario

A teacher wanted to see if memory was improved by playing background music while students revised.

The teacher put up posters in the 5th and 6th year common room asking for students who were 16 or over to take part. 50 students replied; they were given consent forms to complete and then divided into two groups of 25.

Participants in Group A were given a short biography of a famous rock star to read for 10 minutes. The room was quiet and peaceful. In a separate room, Group B participants were given the same short biography to read, again for 10 minutes but there was a CD of rock music playing in the background. All participants were then asked five questions about what they had just read, eg how many children does the rock star have? The number of correct answers were recorded. The graph below shows the results.

Effects of music on memory



(a) The method used in this study is a field experiment. Describe **two** features of the experimental method of research.

[illegible]

4

- (b) What type of sampling is described in the scenario above?

1

Page nine

Marks

B1. (continued)

- (c) In this study, the teacher has considered the ethical principle of consent and made sure that everyone has given their consent. Some more ethical principles are shown below. Match up each principle on the left with the correct description on the right, by drawing a line between them.

One has been done for you.

1. Welfare of participants	A. Participants must never be given misleading information on the study.
2. Consent	B. Participants must disclose personal information.
3. Deception	C. A person's identity must not be revealed.
4. Confidentiality	D. Participants must be kept free from stress and harm.
	E. Participants must agree to take part.

3

- (d) In this study, background music is the _____ variable
and the number of correct answers is the _____ variable. 2

- (e) From the graph, state the results of this experiment.

2

(f) The teacher could have used another method of research, such as a case study. Describe **two** features of the case study method of research.

[illegible]

4
(16)

[Turn over

SECTION C—THE INDIVIDUAL IN THE SOCIAL CONTEXT

Marks

Answer TWO questions in this Section.

Answer question C1, and ONE other question chosen from questions C2–C5.

Answer ALL PARTS of question C1.

C1. Personality

- (a) In the table below, identify **four** traits from Eysenck’s theory of personality.

	Write YES or NO in each box.
Introvert	
Nurture	
Anal	
Neuroticism	
Extrovert	
Oral	
Stability	
Dimension	

4

- (b) What is meant by “nurture” influences on personality?

2

(c) Complete these sentences using words from the box below.

_____ and _____ of new employees.

These tests must have _____ and _____.

4

- [illegible]

6

(16)

Answer ONE question from questions C2–C5.

Answer ALL PARTS of the question you choose.

Marks

C2. Group processes

- (a) What is meant by a “group” in psychology?

2

- (b) State **one** characteristic of a **formal** group.

1

- (c) Describe a research study that has investigated group processes. In your answer, you should include researcher name(s), what was studied, procedure and results.

[illegible]

4

C2. (continued)

Marks

- (d) In the box below, some of the features apply to Belbin's team roles.

completer	finisher	starter	actor	plant
co-ordinator	joker	follower		initiator
team worker	gardener	assessor		shaper

In the boxes below, write the **five** features which apply to Belbin's team roles.

5

- (e) Name and briefly describe **two** of Tuckman's five stages of group development.

[illegible]

4

(16)

[Turn over

C3. Non-verbal communication (NVC)

-
-
-
-
-
-

[illegible]

4

Marks

C3. (continued)

(c) In this table, some of the features apply to verbal communication, and some apply to non-verbal communication.

Feature
1. Conveys very complex messages.
2. Develops rapidly in the first few weeks and months of life.
3. Uses sentences.
4. Can convey only very simple messages.
5. Conveys feelings/emotions.
6. Always under conscious control.

In the boxes below, write the numbers of the three features that apply to **non-verbal communication**.

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

3

[Turn over

Marks

C3. (continued)

(d) There are gender differences in non-verbal communication in British culture. In the table below, only **three** statements about gender differences are **true**. Write either TRUE or FALSE in each box.

Statement	Write TRUE or FALSE in each box.
Women stand closer when talking than men do.	
Men talk about their feelings more than women.	
Men interrupt more than women.	
Women ask more questions than men do.	
Men use more eye-contact than women.	
Men are more likely than women to hug as a greeting.	

3

(e) Describe nature **and** nurture factors in the development of non-verbal communication.

[illegible]

4
(16)

[Turn over

OR

C4. Pro-social behaviour

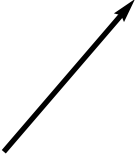
Marks

(a) What is meant by “altruism”?

2

(b) Below are statements about altruism. Draw a line from each statement to the matching term on the right.
One has been done for you.

1. We can imagine ourselves in the other person’s shoes, so we are motivated to help reduce their distress	A. Bystander behaviour
2. The behaviour of people who are present when an emergency happens in a public place, ie they may help or not	B. Diffusion of responsibility
3. Refers to features of the person in need of help, such as appearance, whether drunk or sober, etc	C. Empathy-altruism
4. The behaviours of animal species, including humans, have developed over many generations, in a way that aids survival	D. Evolutionary approach
5. Involves reduced likelihood that an individual will help in an emergency, due to presence of other bystanders	E. Victim characteristics



4

C4. (continued)

Marks

- (c) Describe a research study that has investigated **pro-social behaviour**. In your answer, you should include researcher name(s), what was studied, procedure and results.

[illegible]

4

[Turn over

Marks

[illegible]

4

2

Page twenty-three

Marks

C5. (continued)

(e) In the sentence below, complete the missing words relating to attribution.
A person with depression who has a **d** _____
attribution style may blame internal factors for their condition. A person
with a **s** _____ attribution style may blame external
factors for their condition.

2

(f) Identify **two** sources of error and bias in attribution from the list below.
Tick only **two** boxes.

- | | |
|-------------------------------|--------------------------|
| Self-selecting sample | <input type="checkbox"/> |
| Fundamental attribution error | <input type="checkbox"/> |
| Self-serving bias | <input type="checkbox"/> |
| Obsessive Compulsive Disorder | <input type="checkbox"/> |

2

(16)
[32]

[END OF SECTION C]

[END OF QUESTION PAPER]

[BLANK PAGE]

[BLANK PAGE]

[BLANK PAGE]