

2005 Psychology

Higher New Arrangements

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

Generic Marking Information for 20-mark essays – Questions A2, C5, C6, C7 – these questions can be asked in two parts.

Weighting of questions: Knowledge and Understanding – Approximately 60% of mark; Analysis and Evaluation – Approximately 40% of mark

Mark Band	Generic Requirements
17-20 (A1)	<ul style="list-style-type: none"> • Accurate, relevant and detailed psychological knowledge is demonstrated; there is evidence of thorough understanding. • Response is coherent and logically structured; appropriate examples are provided and points expanded. • Integration of knowledge from other relevant areas is shown. • Analysis of concepts, processes, evidence etc is thorough, and evaluation is balanced and informed. • Information is communicated effectively using extensive and accurate psychological terminology and formal style, following the conventions of the discipline. • Sentence construction and punctuation are good.
14-16 (A2)	<ul style="list-style-type: none"> • Knowledge of the topic is accurate, relevant and detailed in the main; material shows clear understanding. • The information is presented in a coherent manner, with use of examples and some expansion of points. • Integration of points from other relevant areas is shown, though may be slightly limited. • The answer is evaluative/analytical, although the balance of evidence may show minor weaknesses. • Information is communicated effectively using accurate psychological terminology and appropriate style, following the conventions of the discipline. • Sentence construction and punctuation are generally good.
12-13 (B)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant; it may be slightly lacking in detail, but there is evidence of understanding. • Information is presented in a coherent manner, with some use of examples; expansion of points may be limited. • Integration of knowledge from other areas is shown, but is limited. • Attempts at evaluation/analysis are evident, although a balance of evidence is not always achieved. • Information is communicated effectively using appropriate terminology, and style mainly follows the convention of the discipline. • Sentence construction and punctuation are reasonable, although a few errors may be evident.
10-11 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies or misconceptions. • Information is presented in a reasonably coherent manner, though use of examples and expansion of points are limited. • Some weaknesses are evident in analysis/evaluation. • Information is communicated reasonably effectively, however terminology and/or style may lack clarity. • Sentence construction and punctuation are adequate, but a number of errors may be evident.

<p>9 (D)</p>	<ul style="list-style-type: none"> • Knowledge lacks detail and/or shows errors or omissions. • Information is lacking in coherence, limited or irrelevant examples may be provided and points are not expanded or may demonstrate severe limitations. • Major weaknesses may be evident in analysis/evaluation or none attempted. • Effectiveness of communication of psychological information is limited, terminology is lacking and/or style is inappropriate. • Sentence construction and punctuation are weak.
<p>0-8 (NA)</p>	<ul style="list-style-type: none"> • Little or no psychological knowledge is evident. • No analysis or evaluation is shown, and any evidence provided is irrelevant or anecdotal. • Communication of psychological information is ineffective. • Sentence construction and punctuation show major flaws.

Generic Marking information for 20 mark structured questions

Weighting of Questions: Knowledge and Understanding – Approximately 60% of the mark
Analysis and Evaluation – Approximately 40% of the mark

Assessment objective	Generic requirements
Knowledge and understanding	<ul style="list-style-type: none">• Accurate, relevant and detailed psychological knowledge is demonstrated.• The information is presented in a coherent manner.• Information is communicated effectively using accurate psychological terminology and formal style.
Analysis and evaluation	<ul style="list-style-type: none">• Analysis of concepts, processes, evidence etc is shown, and/or• Evaluation is balanced and informed.

Where the mark allocation for a question or part of a question is split between K+A and A+E, these weightings should be flexibly, rather than rigidly applied.

Specific Marking Instructions
Section A
Candidates must answer both questions A1 and A2

Question no. A1	Early Socialisation Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	What do development psychologists mean by “primary attachment figure”? <i>Strongest close bond of infant or similar.</i>	2	
(b)	Briefly describe Ainsworth’s “Strange Situation” procedure for measuring attachment and give one criticism of this research. <i>The following should be mentioned: lab, infant and mother observed, reference to various scenarios/episodes. Any one criticism such as: use of children; distress caused deliberately; unrealistic environment; culturally biased.</i>	3	2
(c)	Briefly describe the three types of attachment that Ainsworth identified. <i>Types: securely attached; insecurely attached – avoidant; insecurely attached – resistant.</i>	3	
(d)	What is the difference between privation and deprivation? <i>Privation – lack or non-development of attachment due to failure to form attachment. Deprivation – loss of attachment (due to separation), some reference to privation having more effect on children than deprivation.</i>	2	2
(e)	Evaluate one research study on early socialisation that shows the effect of deprivation. <i>Brief description of research study to ground evaluation points. Balance in evaluation. Studies such as Harlow, institutionalised children, Bowlby’s juvenile thieves, Goldfarb, etc.</i>	2	4

Question no. A2	Stress Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	<p>Describe two stress reduction strategies and evaluate the effectiveness of such techniques.</p> <ul style="list-style-type: none"> • <i>Two stress reduction strategies such as physical exercise, progressive muscle relaxation techniques, cognitive strategies, individual coping strategies, social strategies/support and those offered in the workplace.</i> • <i>Evaluation could focus on each specific strategy given or could be broader looking at how use of strategies may not affect the underlying cause of stress. Eg social support – strengths include reduce likelihood of illness/death, studies show importance, weaknesses include negative aspects of domineering overprotective family, different kinds of support may be required for each individual.</i> 	4	8
(b)	<p>What are the effects of stress on an individual?</p> <p><i>Effects:</i> <i>Short and long term effects on mental and physical health. Answer can look at these in detail or could broaden to include:</i></p> <ul style="list-style-type: none"> • <i>physical changes eg GAS or arousal of autonomic nervous system</i> • <i>fight-or-flight.</i> 	8	

Specific Marking Instructions
Section B
Candidates must answer all parts of question B1

Question no. B1	Investigating Behaviour Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	Name the type of graph shown above. <i>Scattergram or scattergraph.</i>	1	
(b)	In the above graph, state whether the correlation is positive or negative and explain your answer. <i>Positive correlation.</i> <i>The pattern indicating the relationship between the two co-variables shows that when one of the co-variables increases, so does the other. Or when one of the co-variables decreases the other variable also decreases.</i> <i>This is indicated by the direction of the pattern, ie bottom left to top right.</i>	4	
(c)	Describe how the psychologists might have obtained their random sample. <i>List of target population.</i> <i>Random number tables, or computer generated random numbers.</i>	2	
(d)	State the features of a good sample. <i>Is representative of the target population; avoids bias; allows generalisation to the target population.</i>	3	
(e)	Briefly describe the questionnaire method of research and discuss one weakness of the use of questionnaires in this study. <i>Questionnaires are written methods of gaining survey data from participants.</i> <i>May be face to face, by telephone, by email, by post.</i> <i>One weakness of questionnaires in this study is that the participant may feel that they have to answer the questions in a certain way in case their ice dancing partner finds out their answer, or because they feel certain answers are expected by the researcher (demand characteristics).</i>	2	2
(f)	In this study, the psychologists should not draw cause-and-effect conclusions. Explain why this is the case. <i>With a correlation we are unable to distinguish between independent and dependant variables.</i> <i>Variables are not manipulated, there is also low control. We can conclude that variables are related in some way to each other but causality cannot be established.</i>		4
(g)	Identify one ethical concern which might arise in this research. <i>The results of the research may influence the participants to view their ice dancing partnership in a different way (invasion of privacy), or participants may feel pressurised to disclose intimate details, (protection and invasion of privacy).</i>		4

Specific Marking Instructions
Section C
Candidates must answer ONE question from C1, C2, C3 or C4

Question no. C1	Prejudice Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	<p>Explain what psychologists mean by “prejudice”.</p> <p><i>A prejudgement – usually based on a social category or group membership.</i></p> <p><i>An attitude that makes people think, feel and perceive people in a favourable or unfavourable way.</i></p> <p><i>The main components are cognitive and affective.</i></p>	3	
(b)	<p>What is institutional racism and how might it be reduced?</p> <p><i>A deep seated unfavourable attitude developed within the confines of the organisation (or country), eg the police force/Nazi Germany.</i></p> <p><i>Institutional racism may be reduced through education, legislation, socialisation.</i></p>	2	1
(c)	<p>Describe Social Identity Theory.</p> <p><i>We categorise ourselves and other based on group membership. In-groups and out-groups should be explained, membership of groups leads to social comparison with out-group, which may lead to social competition. Tajfels work on minimal groups demonstrated the need for others to develop their own group as better than others; stereotypes may develop which are detrimental to others.</i></p>	6	
(d)	<p>Briefly describe Aronson’s “jigsaw technique” and evaluate its use in the reduction of prejudice.</p> <p><i>A technique based on the use of super-ordinate goals to produce co-operation rather than competition. 6 person groups. Each person has to teach others. All parts are essential for completion of the ‘jigsaw’.</i></p> <p><i>All participants have equal status, task created co-operation rather than competition. Overall decrease in prejudice and discrimination and increase in self-esteem especially with minority groups. Little evidence that prejudice and discrimination was reduced outwith the research situation.</i></p> <p><i>Pessimistic responses received from whites with endemic beliefs.</i></p>	2	6

Question no. C2	Social Relationships Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	<p>Explain what is meant by the “matching hypothesis.”</p> <p><i>Intimate/sexual relationships formed between two people who are equal in terms of levels of attractiveness. Often a whole host of other positive traits are seen as well eg warmth, kindness, generosity.</i></p>	4	
(b)	<p>State two reasons why physical attractiveness is important according to evolutionary explanations of relationship formation.</p> <p><i>Evolutionary theory states we pass our own genes to succeeding generations- physical attraction is important for mate selection; physical attractiveness suggests health and ability to reproduce. Maximises reproductive success.</i></p>	4	
(c)	<p>Evaluate evolutionary theory of relationships.</p> <p><i>Deterministic, reductionist, sexist, little scientific basis. 2 marks for each point with a further mark for full development of a point.</i></p>		6
(d)	<p>Explain ways in which parents may assist children to cope with the breakdown of relationships.</p> <p><i>Encourage discussion of feeling/concerns. Share misconceptions with parents, peers and schools. Lack of conflict between parents. Continued relationships with both parents.</i></p>	4	2

Question no C3	<p style="text-align: center;">Conformity and Obedience Specific content requirements</p>	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	<p>What is meant by “normative” and “informational” social influence? <i>Normative – conformity as a result of people’s desire not to infringe group norms.</i> <i>Informational – conformity as a result of the need to gain information about what to think or how to act.</i></p>	4	
(b)	<p>What is “minority influence”? <i>A form of social influence, which can be attributed to exposure to the minority opinion in a group.</i></p>	2	
(c)	<p>What factors might affect “obedience”? <i>Factors affecting obedience – situational factors include – perceived legitimate power, norms of the situation, social contract. Individual factors include – expert knowledge and/or power of the individual, socialisation of the individual or perceived level of autonomy, agentic levels of behaviour.</i></p>	6	
(d)	<p>Evaluate one research study related to the study of obedience. <i>Any relevant research study should be credited eg Milgram or Hofling.</i> <i>The study could be evaluated in terms of the methodology/validity, design, sampling methods used, ethical considerations.</i></p>	2	6

Question no C4	Anti-social Behaviour Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	Define aggression. <i>A series of actions whose prime goal is to hurt or injure another human being either physically or psychologically or verbally.</i>	2	
(b)	Describe and evaluate the frustration-aggression hypothesis. <i>An explanation of aggression, which states that if a person, is blocked (frustrated) from achieving some goal, then aggression results. Frustration does not always lead to aggression. Aggression may be displaced onto some other person or item. Environmental conditions may play a role. Aggression may result without frustration.</i>	2	6
(c)	How is aggression acquired according to social learning theory? Give an example in your answer. <i>Learning occurs as a result of direct reinforcement through modelling. Behaviour is rehearsed and learned. Examples of models should be provided – parents, media etc.</i>	4	2
(d)	Suggest two ways in which environmental cues may affect levels of aggression. <i>Two from – Temperature, heat, noise, crowding, deindividuation.</i>	4	

Specific Marking Instructions

Section C

Candidates must answer ONE question from C5, C6 or C7

Please refer to the generic marking information on Pages 2 and 3.

Question no. C5	<p align="center">Atypical behaviour – definitions and origins Specific content requirements – two-part essay question</p>	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	<p>Describe one possible cause of schizophrenia.</p> <ul style="list-style-type: none"> • <i>Bio-chemical explanations eg Dopamine hypothesis</i> • <i>Genetic explanations eg twin studies</i> • <i>Psychological explanations eg Social Learning Theory</i> • <i>Brain abnormality eg enlarged ventricles</i> • <i>Viral infection</i> • <i>Stress model</i> 	6	
(b)	<p>Discuss some of the problems involved in classifying atypical behaviour with reference to a specific study.</p> <ul style="list-style-type: none"> • <i>DSM and ICD</i> • <i>Reliability/validity</i> • <i>Labelling</i> • <i>Gender, ethnic and cultural bias</i> • <i>Any relevant study may be used eg Rosenham 1973, Littlewood 1992</i> 	6	8

Question no. C6	<p style="text-align: center;">Atypical behaviour – therapies</p> <p style="text-align: center;">Specific content requirements – one-part essay question</p>	Approx Marks weightings: 60% k & u – 40% a & e	
	<p>Compare and contrast the psychoanalytic and the cognitive-behavioural approaches used in the treatment of atypical behaviour.</p> <ul style="list-style-type: none"> • <i>Psychoanalysis relies on the therapist’s ability to make the unconscious mind conscious and guide the patient to resolving their inner conflict.</i> • <i>Cognitive-behavioural is formed from an integration of behavioural therapy and cognitive psychology aimed at cognitive restructuring.</i> • <i>Evaluation of psychoanalytic – limited application, suitable only where insight is retained, unscientific.</i> • <i>Evaluation of cognitive-behavioural – successful and popular in target areas, eg depression, anxiety, can be measured, does not work in all cases, success rates are debatable.</i> • <i>Method – psychoanalysis – free association, transference, play therapy, etc.</i> • <i>Method – cognitive-behavioural – Ellis (1962), Beck (1976).</i> • <i>Ethical and practical considerations.</i> • <i>Both aim to treat underlying psychological difficulties, both focus on internal mental processes.</i> <p>... alternative points may be credited as appropriate.</p>	12	8

Question no. C7	<p style="text-align: center;">Intelligence</p> <p style="text-align: center;">Specific content requirements – one-part essay question</p>	Approx Marks weightings: 60% k & u – 40% a & e	
	<p>Discuss the controversial debate surrounding the use of I.Q. testing with reference to a specific study.</p> <ul style="list-style-type: none"> • <i>Validity of intelligence testing.</i> • <i>Cultural bias.</i> • <i>Reliability of I.Q. tests.</i> • <i>Nature/nurture debate.</i> • <i>The uses of I.Q. tests – educational, selection, recruitment, etc.</i> • <i>Reference to Yerkes, Gould, Rosenthal or other relevant study.</i> <p>... alternative points may be credited as appropriate.</p>	12	8

[END OF MARKING INSTRUCTIONS]