SCOTTISH
QUALIFICATIONS
AUTHORITY

2005 Psychology

Intermediate 1 Old Arrangements

Finalised Marking Instructions

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

Psychology Intermediate 1

Marking Instructions 2005

SECTION A

A1. Which of the following best describes the **case study** method of research?

(a) It obtains detailed information about an individual who has unique or interesting characteristics. **1**

A2. Which of the following best describes the **observational** method of research?

(b) Involves watching and recording behaviour in a natural environment. **1**

A3. Give a description below of the **survey** method of research.

- Involves asking oral or written questions to a large population sample. **1**
- Face-to-face, by telephone, post or over the internet. **1**

A4. Choose **two** of the following research methods:

- interview
- experiment
- case study

Make sure **each** example is about a **different** method.

For each example given.

- The **name** of the researcher is given correctly.
- The **aim** is mentioned.
- The **results** are given accurately. **(3 + 3)**

A5. Name **one** of the main people who developed the **behaviourist** approach in psychology.

- Watson, Thorndike, Skinner or any other appropriate contributors. **1**

A6. Name **one** of the main people who developed the **humanistic** approach in psychology.

- Maslow, Rogers, Kelly, Murray or any other appropriate contributors. **1**

A7. (a) Name **one** of the main people who developed the **psychoanalytic** approach in psychology.

- Freud, Jung, Adler, Erikson, Anna Freud or any other appropriate contributor. **1**

(b) Describe the **psychoanalytic** approach in psychology.

- Studies unconscious mind/processes.
- Refers to parts of the personality – id, ego, super ego.
- Mentions therapy, eg free association or dream therapy. **3**

Or any other aspect of this theory. **(4)**

A8. (a) Name **one** of the main people who developed the **cognitive** approach in psychology.

- Piaget, Vygotsky, Binet or any other appropriate contributors. **1**

(b) Describe the **cognitive** approach in psychology.

- Cognitive approach studies the mind/mental processes/internal processes. **1**
- This approach studies the following (three of) attention, perception, memory language and thinking. **2**

Or Piaget's work. **(4)**

Total 20

[END OF SECTION A]

SECTION B: OPTION 1 DEVELOPMENTAL PSYCHOLOGY

Answer THREE questions from this Option.
Answer ALL of questions B9 and B10 and
ONE question from B11 to B15.

Candidates should answer on *any* TWO methods.

B9. Any two from:

(i) Describe the **experimental** method.

- Explanation must state cause/effect *or* variables. **1**
- Refer to control *or* types of experiment (laboratory, field, or natural). **1**

(ii) Give an example of its use in **developmental psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **survey** method.

- Obtaining information using techniques involving questioning. **1**
- Mention **two** different types, eg telephone, face-to-face, postal. **1**

(ii) Give an example of its use in **development psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **observational method**.

- Watching and measuring/recording events. **1**
- Mention participant and non-participant observation. **1**

(ii) Give an example of its use in **development psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **case study** method.

- A detailed study of individual(s) or events. **1**
- **Two** from: relies on descriptive account; personal account; subjective account; retrospective account (ie past history as in medical records, family background); or longitudinal (ongoing account). **1**

(ii) Give an example of its use in **development psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **interview** method.

- One-to-one questioning. **1**
- Refer to structured/unstructured interviews. **1**

(ii) Give an example of its use in **developmental psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(10)

CANDIDATES MUST ANSWER B10

B10. (a) "What is meant by" the concept of **life span development**.

Marker's advice: PC for (a) states that key concepts should be identified correctly, and should be described *simply* and accurately.

- Lifespan development is continuous and progressive. **1**
- Lifespan development occurs in age-related maturational stages, including (FOUR from) infancy, childhood, adolescence, adulthood, old age. **1**
- Lifespan development involves all FOUR aspects: physical, cognitive, emotional, social. **1**

Or similar. **(3)**

(b) **Look at the situation given below.**

Grandad welcomes his grandchildren visiting from New York. He has not seen them for three years; he comments on how everyone has changed.

Explain the role of **life span development** in this situation.

Marker's advice: full marks can be awarded for a purely descriptive response.

- Granddad noticed how much his grandchildren have changed.
- Comment on any of the following: physical, emotional, cognitive and social changes.
- Experience in the environment is necessary for development, as well as biological maturation (nature and nurture) **2**

(5)

Or similar.

Answer only ONE of the following questions B11 to B13.
Answer ALL PARTS of the question chosen.

B11. (a) What is meant by the concept of **attachment and separation**.

- Parent-child bond/close emotional relationship formed in first months/ years of life.
- Importance of attachment for socialisation and/or emotional development and/or development of social interaction.
- Separation may have detrimental effects on various aspects of development.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below:**

When a stranger came into the room the toddler cried and ran to his mummy in distress. He was lifted up. After cuddling her for a while, he began to glance at the stranger.

How does **attachment and separation** apply in this situation?

Two from:

- The toddler has formed a secure attachment with his mother.
- The toddler was initially wary of the stranger; turned to his mother; then softened towards the stranger – all indicators of a secure attachment.

Or similar. **2**

(5)

B12. (a) What is meant by **cognitive development**?

Three from:

- Cognitive development proceeds in stages.
- Children think in different ways at different ages.
- According to Piaget, these are: sensorimotor, pre-operational, concrete operational, formal operational.
- Examples of thinking abilities are conservation and egocentricity (ONE is given, with brief explanation).
- Cognitive development proceeds through schemas.
- Description of a stage.
- Play is an important feature of cognitive development.
- Outline of Vygotsky's or Bruner's approach.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation below.**

Despite the fact that a tall thin glass and a small fat glass are filled with equal amounts of cola, when 4 year old Ben is given the choice, he always chooses the tall thin one.

How does **cognitive development** apply in this situation?

Two from:

- Ben is unable to conserve volume.
- He is typical of other children who are in the pre-operational stage of development.
- Will learn to conserve volume during the concrete operational stage.

Or similar. **2**

(5)

B13. (a) What is meant by **social and moral development?**

- Social and moral development takes place in young children in the context of socialisation, and involves learning "right" and "wrong".
- Parents/siblings/peers/teachers/media influence social and moral development, as role models and/or source of reinforcement/punishment.
- Piaget or Kohlberg see the development of moral reasoning occurring in maturational stages.
- Freud's view that morality appeared with the development of the super-ego.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Connor, age 5, got angry at his younger sister, age 2, because she wouldn't stick to the rules of "snap".

How does **social and moral development** apply in this situation?

Two from:

- Connor's sister has not learned the rules of the game – she has not reached this stage of cognitive or moral development yet.
- Connor is egocentric – he can not understand his sister's behaviour.

Or similar. **2**

(5)

B14. (a) What is meant by **adulthood**?

- Developmental stage between end of adolescence and start of ageing, approximately 18 – 60 years.
- Involves changes in personality and/or social relationships.
- Adult development is affected by major life changes/critical life events, eg employment, marriage, parenthood, bereavement etc.
- Reference made to Erikson's theory.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Siobhan and Cameron are both in their late twenties; they have decided to get married.

How does **adulthood** apply in this situation?

Two from:

- According to Erikson, Siobhan and Cameron are in the "intimacy v isolation" stage of psychosocial development.
- Siobhan and Cameron appear to achieving intimacy and have decided to get married.
- Marriage is a major life event of adulthood.

Or similar. **2**

(5)

B15. (a) What is meant by **ageing**?

- Difficult to define because of variation in aging between people; actual age may not correspond to appearance or to how old a person feels.
- The final lifespan stage, from about 60/65 years; involves physical and psychological changes, ie cognitive, social and emotional.
- Ageing has positive aspects, eg the benefits of experience, more leisure, grandchildren.
- Erikson's eighth stage.
- Mention life events or experiences identified from: retirement, bereavement, illness, disability, poverty, disengagement, social activity etc.
- Detrimental effects of society's stereotyped attitudes to elderly, ie ageism.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Henry and Susan are going into town. They are delighted that they are now entitled to free travel on the buses.

How does **ageing** apply in this situation?

Two from:

- Henry and Susan are in the final lifespan stage; however they show no signs of physical or social decline.
- They both appreciate the positive aspects of growing old, one of which is free bus travel.

Or similar. **2**

(5)

[END OF OPTION 1]

OPTION 2 – BIOLOGICAL PSYCHOLOGY

Candidates should answer all of B16 and TWO other questions from B17 – B22.

Candidates must answer on the experimental method, and any other method.

B16. (a) **Any two from:**

(i) Describe the **experimental** method.

- Explanation must state cause/effect *and* variables. **1**
- Refer to control *or* types of experiment (laboratory, field, or natural). **1**

(ii) Give an example of its use in **biological psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

Any one from: **(5)**

(b) (i) Describe the **survey** method.

- Obtaining information using techniques involving questioning. **1**
- Mention **two** different types, eg telephone, face-to-face, postal. **1**

(ii) Give an example of its use in **biological psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **observational method**.

- Watching and measuring/recording events. **1**
- Mention participant and non-participant observation. **1**

(ii) Give an example of its use in **biological psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **case study** method.

- A detailed study of individual(s) or events. **1**
- Two from: relies on descriptive account; personal account; subjective account; retrospective account (ie past history as in medical records, family background); or longitudinal (ongoing account). **1**

(ii) Give an example of its use in **biological psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **interview** method.

- One-to-one questioning. **1**
- Refer to structured/unstructured interviews. **1**

(ii) Give an example of its use in **biological psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(10)

Answer TWO of the following questions B17 - B22.
Answer ALL PARTS of the questions chosen.

B17. (a) What is meant by **motivation**?

Markers advice: PC for (a) states that key concepts should be identified correctly, and should be described *simply* and accurately.

Three from:

- Motivation is directed by internal body states.
- The drive to fulfil needs (drive reduction).
- Behaviour is directed towards reducing the need eg eating when hungry to maintain homeostatic balance.
- *Psychological factors* effecting motivation may be explored eg achievement motivation, rewards, etc.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Naveed has just completed a sponsored swim. He is desperate for something to drink.

How does motivation apply in this situation?

Marker's advice: full marks can be awarded for a purely descriptive response.

Two from:

- Naveed is motivated to drink due to his internal body mechanisms making him feel thirsty.
- Homeostatic explanation (water levels, hormones, brain mechanisms).

Or similar. **2**

(5)

B18. (a) What is meant by **emotion**?

Three from:

- Emotion involves physiological *and* psychological changes, both internal (hypothalamus/hemispheres) and external eg facial expressions.
- Emotion involves a subjective feeling eg happiness.
- Emotion centres – regions of the brain associated with specific emotions may be given eg hypothalamus → aggression.
- Gender differences may be mentioned either in terms of a physiological or psychological base.
- The link between emotions and behaviour should also be mentioned eg facial expressions, laughing.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Winston had to check his lottery ticket five times after winning the jackpot.

How does **emotion** apply in this situation?

Two from the following:

- Winston is feeling the emotions excitement, disbelief and probably joy.
- Winston is experiencing high physiological arousal – the effects of adrenaline.
- His excitement may be preventing him form absorbing the information – he can't believe that he has won.

Or similar. **2**

(5)

B19. (a) What is meant by **learning**?

Three from:

- Learning and classical conditioning based on S – R psychology/CNS involvement.
- Brain changes should be mentioned in terms of neural processes.
- Psychological factors are important in/to learning (**one of the following, or two for two marks**) motivation, anxiety, sense of achievement.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

When Jane picked up her dog's lead, Rover became highly excited!

How does **learning** apply in this situation?

Two from the following:

- Rover's behaviour – classically conditioned.
- He associates Jane picking up his lead (CS) with being walked (UCS), producing the CR of excitement.

Or similar. **2**

(5)

B20. (a) What is meant by **language**?

Three from: (1 mark each)

- Physiological basis of language should be referred to such as Broca's and/ or Wernicke's area.
- Localisation/lateralisation would be a suitable alternative.
- Psychological factors affect language eg anxiety, trauma.
- Language as an innate ability should be mentioned; reference to gender differences may be appropriate.
- A definition of language may be offered.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Caterina has been attending her local college on Monday evenings to learn sign language.

How does **language** apply in this situation?

Two from the following:

- Caterina is learning a new language – she is learning to sign.
- She may wish to communicate with an individual who has a hearing disability.
- Cortical areas of brain involved.

Or similar. **2**

(5)

B21. (a) What is meant by **stress**?

Three from the following:

- Stress should be defined in terms of the body's reaction to *perceived* threatening stimuli – an example may be provided referring to environmental events, situations, people, etc.

- Health consequences of stress eg type A/B behaviour should be explained and linked to heart disease; immune system, etc.

- Stress mediators should be mentioned eg type A/B behaviour, self esteem or personality.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Brigetta turned pale when she realised that she left her homework on the bus.

How does **stress** apply in this situation?

Two from the following:

- Brigetta is experiencing stress – she anticipates that her teacher may be angry with her.

- Adrenaline is causing Brigetta to turn pale – the *fight or flight response*.

- The stressor had triggered an adrenaline response, reducing blood flow to the skin.

- Brigetta has been affected physically, emotionally, cognitively and behaviourally.

Or similar. **2**

(5)

B22. (a) What is meant by **substance use and abuse**?

- Involves physical and psychological dependency. Distinction between addiction and physical dependency.
- The link between substances and specific neurotransmitters should be established (at a basic level).
- Psychological factors which are influential in substance abuse should be mentioned. **One** of the following should be used as an example: personality traits, stress, self esteem, personal beliefs, perception of acceptability, gender differences or hereditary traits.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Despite trying to give up drinking. Amanda poured herself a large vodka after a successful day at work.

How does **substance use and abuse** apply in this situation?

- Amanda is addicted to the drug alcohol; she is finding it difficult to sustain from drinking alcohol.
- She may have experienced *withdrawal* symptoms, or a hang-over, motivating her to drink.
- Hereditary influences.
- She may have an addictive personality or may be experiencing personal problems, or any other psychological phenomena influencing substance abuse.

Or similar. **2**

(5)

Total 20

[END OF OPTION 2]

OPTION 3 – SOCIAL PSYCHOLOGY

Candidates answer any TWO methods in B23.

B23. Any two from:

(i) Describe the **experimental** method.

- Explanation must state cause/effect *or* variables. **1**
- Refer to control *or* types of experiment (laboratory, field, or natural). **1**

(ii) Give an example of its use in **social psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **survey** method.

- Obtaining information using techniques involving questioning. **1**
- Mention **two** different types, eg telephone, face-to-face, postal. **1**

(ii) Give an example of its use in **social psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **observational method**.

- Watching and measuring/recording events. **1**
- Mention participant and non-participant observation. **1**

(ii) Give an example of its use in **social psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **case study** method.

- A detailed study of individual(s) or events, **1**
- **Two** from: relies on descriptive account; personal account; subjective account; retrospective account (ie past history as in medical records, family background); or longitudinal (ongoing account). **1**

(ii) Give an example of its use in **social psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **interview** method.

- One-to-one questioning. **1**
- Refer to structured/unstructured interviews. **1**

(ii) Give an example of its use in **social psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(10)

Answer TWO of the following questions B24 - B28.
Answer ALL PARTS of the questions chosen.

B24. (a) What is meant by **non-verbal communication**?

Marker's advice: PC for (a) states that key concepts should be identified correctly, and should be described *simply* and accurately.

- Non-verbal communication is a form of body language aiding speech.
- Body language conveys emotional states and attitudes.
- Mention one from: eye contact, proximity, gesture, facial expression, touching, posture.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Leigh smiles as she notices an attractive male who can't stop looking at her.

How does **non-verbal communication** apply in this situation?

Marker's advice: full marks can be awarded for a purely descriptive response.

- Body language is involved in communicating positive attitudes such as interest, attraction, happiness, confidence.
- Side way glances and smiles indicate that both parties are interested/like one another.

Or similar. **2**

(5)

B25. (a) What is meant by **social pressure**?

- Desire to conform to others expectations.
- Mention the need to be accepted.
- Mention factors influencing – one from: parents, teachers, peers, TV, advertising.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Jeanie is a DJ. She has brought a mixture of music with her which she hopes to play. Many clubbers have asked Jeanie to play dance music. She is unhappy that she cannot play the music she intended.

How does **social pressure** apply in this situation?

- Social pressure is affecting Jeanie's behaviour – (conformity/compliance).
- Jeanie is complying with the *expectations/requests* of the clubbers – (norms).
- She may feel the need to be accepted, liked or asked back to perform.

Or similar. **2**

(5)

B26. (a) What is meant by **sex role stereotyping**?

- Involves a generalisation about sex differences which may be extreme.
- Reference to social learning of such stereotypes.
- Mention factors influencing – one from: parents, teachers, peers, TV, advertising.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Emma prefers to play with cars and action men. She is not interested in dolls or prams.

How does **sex role stereotyping** apply in this situation?

- Emma is not complying with gender stereotypes.
- Emma prefers to play with toys associated with boys.

Or similar. **2**

(5)

B27. (a) What is the meant by **aggression**?

- Deliberate attempt to hurt/inflict harm. **1**
- Can be an action (behaviour), a feeling (emotion) or an intension (thought). **1**
- Mention factors influencing – one from: parents teachers, peers, TV, advertising. **1**

Alternative suitable answers should be credited as appropriate. **(3)**

(b) **Look at the situation given below.**

Eddie is in a hurry and joins the express check out queue; he confronts the customer in front who has a full trolley.

How does **aggression** apply in this situation?

- Eddie is behaving aggressively towards the source of his frustration.
- Frustration may cause aggression.

Or similar. **2**

(5)

B28. (a) What is meant by the **self concept**?

Three from:

- Reference to how a person views her/himself.
- Can be positive or negative.
- Mention factors influencing – one form: parents teachers, peers, TV, advertising.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Alison and Brian decide to go on a diet six weeks before they go on holiday to Greece.

How does **self-concept** apply in this situation?

- Alison and Brian are unhappy with their self concept (body image).
- They hope to loose weight before going on holiday.
- This may have an effect on their self-esteem.

Or similar. **2**

(5)

(20)

[END OF OPTION 3]

OPTION 4 – COGNITIVE PSYCHOLOGY

Candidates MUST answer (a) experiment and (b) any other research method/example.

B29. (a) (i) Describe the **experimental** method.

- Explanation must state cause/effect *or* variables. **1**
- Refer to control *or* types of experiment (laboratory, field, or natural). **1**

(ii) Give an example of its use in **cognitive psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(b) **Any ONE from:**

(i) Describe the **survey** method.

- Obtaining information using techniques involving questioning. **1**
- Mention two different types, eg telephone, face-to-face, postal. **1**

(ii) Give an example of its use in **cognitive psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **observational method**.

- Watching and measuring/recording events. **1**
- Mention participant and non-participant observation. **1**

(ii) Give an example of its use in **cognitive psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **case study** method.

- A detailed study of individual(s) or events. **1**
- **Two** from: relies on descriptive account; personal account; subjective account; retrospective account (ie past history as in medical records, family background); or longitudinal (ongoing account). **1**

(ii) Give an example of its use of **cognitive psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **interview** method.

- One-to-one questioning. **1**
- Refer to structured/unstructured interviews. **1**

(ii) Give an example of its use in **cognitive psychology**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(10)

Candidates should answer any TWO questions from B30 – B34.

B30. (a) What is meant by **perception**?

Marker's advice: PC for (a) states that key concepts should be identified correctly, and should be described *simply* and accurately.

Three from:

- Perception is a process involving organising information from senses.
- Functions of perception, eg accurate information about external world.
- Senses involved: hearing, sight, taste, touch, balance.
- Senses and perceptions are different/innate abilities/previous past experiences.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Nadia enjoys the daily crossword; she is tired today and sees it as more difficult than normal.

How does **perception** apply in this situation?

Marker's advice: full marks can be awarded for a purely descriptive response.

- Biology/internal factors affects perception.
- Her tiredness has affected her visual perception, understanding of the task and/or concentration.

Or similar. **2**

(5)

B31. (a) What is meant by **attention**?

- A mechanism to enable us to become aware of information/stimuli.
- Mention focusing or actively concentrating.
- Description should include reference to selective attention, ie the channelling of certain information whilst ignoring others.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Andrew hears a loud noise outside his house.

How does **attention** apply in this situation?

Two from:

- Andrew is forced to focus on noise (involuntary).
- Selection allows him to filter out background noise – unless loud.
- Andrew may focus on noise to identify source.

Or similar. **2**

(5)

B32. (a) What is meant by **thinking**?

- Involves manipulation of ideas/information.
- Involves two of the following: ideas, images, language, and symbols.
- Other cognitive processes are involved – two from: memory, perception, attention, language.
- Involves developing concepts and producing solutions to problems.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Kara is giving a woman directions to the post office.

How does **thinking** apply in this situation?

- Thinking and memory are involved in this example.
- Kara needs to use a mental map to give accurate directions (part of concept thinking).

Or similar. **2**

(5)

B33. (a) What is meant by **memory**?

- Ability to retain information.
- A system for dealing with and organising information which is encoded, stored and retrieved.
- Description should make distinction between short-term and long-term memory/sensory register.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Christina is struggling to answer questions in her driving test.

How does **memory** apply in this situation?

Two from:

- Christina is having to remember information for her theory test.
- Retrieval/cued recall is important here.
- Christina may have had trouble with storage.
- Theories of forgetting could be mentioned in relation to this example.

Or similar. **2**

(5)

B34. (a) What is meant by **language**?

- Described as a process of communication which organises words and/or words as symbols to share ideas.

- Description to mention all aspects of language/communication, ie reading, writing, listening and talking/human and higher level primates.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Vikram talks to his career advisor about possible job opportunities.

How does **language** apply in this situation?

Two points from the list or anything similar.

- Language allows us to communicate/converse with others. **1**

- The situation involves listening as well as speaking in order to receive the message. **1**

- May be aspects of non-verbal language here. **1**

Or similar. **(2)**

(20)

[END OF OPTION 4]

OPTION 5 – PSYCHOLOGY OF INDIVIDUAL DIFFERENCES
Answer THREE questions from this option.
Answer ALL of questions B35 and TWO questions from B36 to B38.

Candidates should answer on any TWO methods.

B35. Any two from:

(i) Describe the **experimental** method.

- Explanation must state cause/effect *or* variables. **1**
- Refer to control *or* types of experiment (laboratory, field, or natural). **1**

(ii) Give an example of its use in the **psychology of individual differences**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **survey** method.

- Obtaining information using techniques involving questioning. **1**
- Mention two different types, eg telephone, face-to-face, postal. **1**

(ii) Give an example in its use in the **psychology of individual differences**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **observational** method.

- Watching and measuring/recording events. **1**
- Mention participant and non-participant observation. **1**

(ii) Give an example of its use in the **psychology of individual differences**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(i) Describe the **case study** method.

- A detailed study of individual(s) or events. **1**
- **Two** from: relies on descriptive account; personal account; subjective account; retrospective account; (ie past history as in medical records, family background);or longitudinal (ongoing account). **1**

(ii) Give an example of its use in the **psychology of individual differences**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention the **result** of the study. **1**

(5)

(i) Describe the **interview** method.

- One-to-one questioning. **1**
- Refer to structured/unstructured interviews **1**

(ii) Give and example of its use in the **psychology of individual differences**.

- Mention the **name** of the researcher. **1**
- Mention the **aim** of the study. **1**
- Mention **result** of the study. **1**

(5)

(10)

B36. Concept – personality.

(a) What is meant by the concept of personality?

Any of the following:

Marker's advice: PC for (a) states that key concepts should be identified correctly, and should be described *simply* and accurately.

- Reference to **traits** or patterns of behaviour that distinguishes one person from another.
- Reference to **one** measurement of personality using psychometric tests, eg Eyseenck's Personality questionnaire, Cattell's 16PF test.
- Other test eg Kelly's personal constructs.
- Nature nurture debate.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Yvonne is interested in personality. She wants to understand her own personality and attempts a personality questionnaire on the internet. The test results suggest the traits "extrovert" and "neurotic".

How does **personality** apply in this situation?

Marker's advice: full marks can be awarded for a purely descriptive response.

Explanation of "traits" established:

- Extrovert – out going.
- Neurotic – emotionally unstable.

May be related to the work of Eysenck or Cattell. **2**

(5)

B37. Concept – Atypical Behaviour.

(a) What is meant by **atypical behaviour**?

- Reference to behaviour that is different/unusual/out of the ordinary/maladaptive.
- Other people find it difficult to understand (one correct example should be used).
- The behaviour is painful/distressing to the individual experiencing it.

Alternative suitable answers should be credited as appropriate. **3**

(b) **Look at the situation given below.**

Fariha has severe toothache and is frightened to go to the dentist.

How does **atypical behaviour** apply in this situation?

Two from:

- Fariha may possibly have a phobia.
- She may have developed an irrational fear.
- She may have had a bad experience at the dentist.
- Examples of treatment may be mentioned (systematic desensitisation, implosion).

Or similar. **2**

(5)

B38. Concept – intelligence

(a) What is meant by **intelligence**?

Three from:

- Reference to mental abilities, such as thinking and reasoning, or of understanding. **1**
- Intelligence is measured by psychometric tests; inventories; scales, and results are used to measure IQ. **1**
- IQ is obtained by dividing a person's mental age by their answer age in years and by multiplying by 100 (average intelligence score is 100). **1**
- Nature nurture debate. **1**

Alternative suitable answers should be credited as appropriate. **(3)**

(b) **Look at the situation given below.**

Euan is very good at Maths and Science, but finds English more difficult; his brother Kevin appears to be good at both English and Maths.

How does **intelligence** apply in this situation?

Two from:

- Euan has particular intelligence (numerical and scientific).
- Whereas his brother has good general intelligence (linguistic, mathematical, etc).
- Nature nurture debate (genetic/educational); interactionist stance.

Or similar. **2**

(20)

[END OF OPTION 5]

[END OF MARKING INSTRUCTIONS]