

2005 Psychology

Intermediate 1 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.

2005 Psychology Intermediate 1

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 refer to knowledge and understanding (no analysis/evaluation required at Intermediate 1).
5. 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.
6. Questions on research studies will normally focus on the topic itself, rather than an aspect of a topic. The specific demand of the question will be reflected in the mark allocation. If required to 'describe' a study, the candidate should provide: researcher name(s), what was studied (ie psychological process, behaviour etc), outline of procedure, results; description of participants, apparatus, method etc can also gain credit. Details such as exact number of participants, or precise results data, will not normally be required. 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.
7. 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.
8. For all questions, alternative material may be credited where relevant.
9. 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.
10. Good answers may be characterised by use of appropriate psychological terminology, however full marks can be awarded for correct answers that are clearly expressed, even if no specialist terminology is used.

Mark Band & Approximate Grade (for a 16 mark question)	Generic Requirements
14-16 (A1)	<ul style="list-style-type: none"> • Relevant psychological knowledge is demonstrated. • Response shows clear understanding of psychological information, including research evidence. • Knowledge and understanding are accurately applied to given questions/stimulus material. • Integration of knowledge from other relevant areas is demonstrated.
12-13 (A2)	<ul style="list-style-type: none"> • Relevant psychological knowledge is demonstrated. • Response shows clear understanding, in the main, including some reference to research evidence. • Application of knowledge and understanding to given questions/stimulus material is accurate in the main. • Some integration of points from other relevant areas is evident, though limited.
10-11 (B)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but may be lacking in detail. • Response shows sound understanding, in the main. • Application of knowledge and understanding to given questions/stimulus material is reasonably sound.
8-9 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows some omissions. • There is reasonably sound understanding, although there are some inaccuracies. • Application of knowledge and understanding to given questions/stimulus material is evident, though limited.
7 (D)	<ul style="list-style-type: none"> • Knowledge lacks detail, or contains errors, or is irrelevant. • There is little evidence of understanding, due to many inaccuracies and/or omissions.
0-6 (NA)	<ul style="list-style-type: none"> • Little or no psychological knowledge or understanding is evident.

Specific Content Requirements

Section A

Question 1 – Cognition and Learning

Question No	Question and Specific Content Requirement	Marks
A1	(a) Fill in the blanks in the following sentences. Pavlov conditioned a dog to <i>salivate</i> to the sound of a bell. After training, the bell became the conditioned <i>stimulus</i> and the salivation was the conditioned <i>response</i> .	3
	(b) Behaviour can have many consequences, such as reinforcement (reward) or punishment. What is likely to happen if: (i) a behaviour is reinforced? <i>(i) Increased likelihood of repeating behaviour (reinforcement could be positive or negative).</i> (ii) a behaviour is punished? <i>(ii) Decreased likelihood of repeating behaviour.</i>	2 2
	(c) Give an example of something that a parent could use as reinforcement to a child. <i>Cuddle, praise, increasing pocket money, toy, etc.</i>	1
	(d) Give an example of something that a parent could use as punishment to a child. <i>Scold, send to their room, taking away their pocket money, or privilege of watching television, making them do extra chores, ground them, etc.</i>	1

Question No	Question and Specific Content Requirement	Marks
	<p data-bbox="327 268 365 300">(e)</p> <p data-bbox="465 268 1435 300">Describe how we learn new behaviours, according to social learning theory (SLT).</p> <p data-bbox="465 339 1630 507"><i>People learn by observation – we watch other people and learn acceptable ways of behaving. Imitation – we copy behaviour of role models. Indirect influence – we see how other people are treated when they behave in particular ways, eg rewarded or punished and imagine that we will be treated the same if we behave like that. We may not perform behaviour we have seen at the time, but may do so later as we remember it. May identify with role model.</i></p> <p data-bbox="465 544 882 571"><i>Research evidence can be credited.</i></p>	<p data-bbox="1671 268 1693 300">4</p>
	<p data-bbox="327 679 365 711">(f)</p> <p data-bbox="465 679 1458 711">(i) According to Piaget, in which of the above lessons will children learn more?</p> <p data-bbox="562 746 1003 774"><i>In Lesson B children will learn more.</i></p> <p data-bbox="465 815 931 847">(ii) Explain your answer to part (i).</p> <p data-bbox="562 882 1630 1050"><i>Piaget believed that education in the classroom should be child-centred and the child will learn more through active discovery rather than passive tuition from the teacher. Children are inquisitive and learn more by doing rather than simply listening. They have natural curiosity. Materials are provided by teacher for children to explore and use, according to their stage of development.</i></p>	<p data-bbox="1671 679 1693 711">1</p> <p data-bbox="1671 815 1693 847">2</p>
	<p data-bbox="465 1090 1330 1117">.... in all questions alternative points may be credited as appropriate.</p>	<p data-bbox="1671 1090 1709 1117">16</p>

Question 2 – Motivation

Question No	Question and Specific Content Requirement	Marks
A2	<p>(a) Identify three basic needs from the first level of Maslow’s Hierarchy of Needs. (Circle the appropriate words).</p> <p><i>Water, Food, Warmth.</i></p>	3
	<p>(b) Describe Maslow’s Hierarchy of Needs.</p> <p><i>Five or more levels arranged in hierarchy (‘pyramid’, ‘triangle’); we must fulfil each level in sequence before moving onto the next level</i> <i>Physiological needs – food, water, warmth, etc</i> <i>Safety needs – shelter, safety from threat</i> <i>Social needs – friendship</i> <i>Esteem needs – how we feel about ourselves</i> <i>Self actualisation – being all you can be.</i></p>	6
	<p>(c) Below are listed some features of motivation. Match each numbered term on the left with its explanation provided on the right. Draw lines to match the items.</p> <p>One has been done for you:</p> <p>1. <i>Homeostasis</i> <i>D</i> 2. <i>Regulation of food intake</i> <i>A</i> 3. <i>Regulation of body weight</i> <i>B</i></p>	3

Question No	Question and Specific Content Requirement	Marks
	<p>(d) Give three examples of incentives that could motivate an employee at work.</p> <p><i>Three from: Money, perks, holidays, bonus schemes, improved environment, staff development, etc.</i></p>	3
	<p>(e) In psychology, one aspect of motivation is “need for achievement”, also known as:</p> <p><i>nAch, or achievement motivation.</i></p>	1
	<p>.... in all questions alternative points may be credited as appropriate.</p>	16

Section B

Question 1 – Investigating Behaviour

Question No	Question and Specific Content Requirement	Marks
B1	(a) What type of experiment is described in the research scenario above? <i>Natural experiment.</i>	1
	(b) In this experiment, there were several features. Match up each numbered feature on the left with the correct description on the right, by drawing a line between them. One has been done for you: 1. <i>Independent variable = D</i> 3. <i>Controlled variable = B</i> 4. <i>Hypothesis = C</i>	3
	(c) Describe the sample of participants in this study. <i>59 children aged 3-4 years.</i>	2
	(d) Why is it important that a sample of participants is representative, in any psychological research? <i>In order to be able to generalise the results to the target population.</i>	2
	(e) As part of the researchers' ethical approach in this study, parents were asked to give consent for their children to take part. Explain why this is important. <i>Informed consent must be obtained from all research participants. Children under 16 are not regarded as capable of giving meaningful consent themselves, therefore their parents' consent is sought.</i>	3

Question No	Question and Specific Content Requirement	Marks
	<p data-bbox="327 268 365 300">(f)</p> <p data-bbox="465 268 1182 300">Name two other ethical principles in psychological research.</p> <p data-bbox="465 336 1585 368"><i>Two other ethical principles from: deception, welfare of participants, confidentiality (or other).</i></p>	2
	<p data-bbox="327 438 365 470">(g)</p> <p data-bbox="465 438 1234 470">What kind of graph is shown in the research scenario on <i>Page 6</i>?</p> <p data-bbox="465 507 584 539"><i>Bar chart.</i></p>	1
	<p data-bbox="327 609 365 641">(h)</p> <p data-bbox="465 609 1630 673">In order to draw the graph in the research scenario above, the researchers had to calculate the mean number of helping behaviours. How did the researchers do this?</p> <p data-bbox="465 710 1585 805"><i>Total all the participants' helping behaviours before TV, and divide the total by the number of participants. The same is then done for helping behaviours after TV. Alternatively, division of total by number of weeks is acceptable.</i></p>	2
	<p data-bbox="465 850 1332 882">.... in all questions alternative points may be credited as appropriate.</p>	16

Section C

Question 1 – Personality

Question No	Question and Specific Content Requirement	Marks
C1	<p>(a) What is “personality”?</p> <p><i>The pattern of individual characteristics that combine to make a person unique.</i></p>	1
	<p>(b) Give two examples of people who may influence our personality development.</p> <p><i>Any two from: parent, peer, teacher, sibling or similar.</i></p>	2
	<p>(c) Name two dimensions of personality from Eysenck’s trait approach.</p> <p><i>Two from: introversion/extraversion, neuroticism/stability, psychoticism</i> <i>An answer that gives only ‘introversion’ and ‘extraversion’ will gain only 1 mark.</i></p>	2
	<p>(d) What did Freud mean by “the id” and “the ego”?</p> <p><i>Parts of personality development</i> <i>Id – present at birth, selfish, pleasure principle</i> <i>Ego – develops approximately age 2, reality principle, “balancing” part of the personality.</i></p>	4
	<p>(e) Describe what is meant by “nature” influences on personality.</p> <p><i>Biological/physiological/genetic processes: personality develops because of inherited/innate factors; affected by brain processes.</i></p>	3

Question No	Question and Specific Content Requirement	Marks
	<p data-bbox="324 268 365 303">(f)</p> <p data-bbox="465 268 976 303">Fill in the blanks in the following sentence.</p> <p data-bbox="465 338 1615 373">Personality testing is often used in the workplace for <i>recruitment</i> and <i>selection</i> of new employees.</p> <p data-bbox="465 373 949 405">Alternatives: <i>hiring, promotion, training.</i></p>	2
	<p data-bbox="324 440 365 475">(g)</p> <p data-bbox="465 440 1576 475">Below are two definitions. Draw a line from each definition to the matching term on the right.</p> <p data-bbox="465 510 607 545"><i>1 = validity</i></p> <p data-bbox="465 545 640 580"><i>2 = reliability.</i></p>	2
	<p data-bbox="465 616 1330 646">.... in all questions alternative points may be credited as appropriate.</p>	16

Question 2 – Group Processes

Question No	Question and Specific Content Requirement	Marks
C2	<p>(a) What is meant by a group “norm”?</p> <p><i>Unwritten rules of behaviour. Acceptable forms of behaviour in a group. A shared perception of how things should be done and attitudes, feelings or beliefs.</i></p>	2
	<p>(b) Describe one example of a “group norm”.</p> <p><i>Wearing similar clothes, agreed ways of communicating, types of activities, etc.</i></p>	2
	<p>(c) Describe “group think” and “risky shift”, with reference to research evidence.</p> <p><i>Group think – definition and features of group think process eg cohesiveness, time pressure on group to make decision, etc, evidence, eg Janis (1982), Tetlock et al (1992), etc.</i> <i>Risky shift – definition and group polarisation, evidence, eg Stoner (1961), Baron and Roper (1976), Hogg et al (1992).</i></p>	6
	<p>(d) State which of these are common characteristics of formal groups and which are characteristics of informal groups.</p> <p><i>Organised by management – formal</i> <i>No defined roles – informal</i> <i>Likely to be in a leisure context – informal</i> <i>Brought together for a specific purpose – formal.</i></p>	4

Question No	Question and Specific Content Requirement	Marks
	<p data-bbox="324 268 369 303">(e)</p> <p data-bbox="465 272 898 300">Describe one of Belbin's team roles.</p> <p data-bbox="465 341 1615 405"><i>Any one from co-ordinator, shaper, resource investigator, monitor evaluator, plant, team worker, completer finisher, implementer. Brief details of the one chosen.</i></p>	2
	<p data-bbox="465 448 1330 475">.... in all questions alternative points may be credited as appropriate.</p>	16

Question 3 – Non-verbal communication

Question No	Question and Specific Content Requirement	Marks
C3	<p>(a) In the box below, circle two features of a facial expression that shows surprise.</p> <p><i>Raised eyebrows, mouth open.</i></p>	2
	<p>(b) Describe a research study that has investigated non-verbal communication.</p> <p><i>Likely studies: Eibl-Eibesfeldt 1970 or 1972, Jourard 1966, Kendon 1967, Felipe and Sommer 1966, Ekman and Friesen 1971, etc.</i></p> <p><i>The following should be provided: researcher name(s), what was studied, outline of procedure, results. Any description of participants, apparatus, method, etc may also gain credit.</i></p>	4
	<p>(c) Describe one example of a cultural difference in non-verbal communication.</p> <p><i>One from: differences in specific signals such as the meaning of nodding/shaking head or hand gestures; variations in personal space and touching, etc. The relevant cultures may be specified.</i></p>	2
	<p>(d) Describe how people can be trained in social skills and assertiveness.</p> <p><i>May take place in workplace or in therapy. Uses modelling, role play, reinforcement. Training in NVC, eg, smiling, posture, personal space. Assertiveness training helps people state views positively, non-aggressively, may help self esteem and relationships. Research evidence can be credited.</i></p>	6
	<p>(e) Which two of the following are functions of non-verbal communication?</p> <p><i>Conveys emotions, emphasises what is said.</i></p>	2
	<p>.... in all questions alternative points may be credited as appropriate.</p>	16

Question 4 – Pro-social Behaviour

Question No	Question and Specific Content Requirement	Marks
C4	<p>(a)</p> <p>Sometimes people avoid taking responsibility for helping someone in an emergency in a public place, such as a busy street. This is known as:</p> <p>Circle the correct term from the box below.</p> <p><i>Diffusion of responsibility.</i></p>	1
	<p>(b)</p> <p>What is “pro-social behaviour”?</p> <p><i>Behaviour that benefits someone else, including co-operation, sharing, affection. Altruism is a type of pro-social behaviour. (A definition of altruism is acceptable).</i></p>	2
	<p>(c)</p> <p>Name one research study into pro-social behaviour, and briefly describe the procedure that was followed.</p> <p><i>Likely studies: Piliavin et al 1969, Darley & Latané 1968.</i></p>	3

Question No	Question and Specific Content Requirement	Marks
	<p>(d)</p> <p>Describe two of the following theories of altruism.</p> <ul style="list-style-type: none"> • cost-reward analysis • evolutionary approach • empathy-altruism <p><i>Two from:</i></p> <ul style="list-style-type: none"> • Cost-reward analysis: <i>People assess the rewards that can be gained from helping (praise, self-esteem) and balance these against the costs (time, effort, distress); if rewards outweigh costs, people will help (and vice versa).</i> • Evolutionary approach: <i>Individuals are most likely to help those most closely related to them, as they share some of their genes; helping them may ensure survival of their own genes. May explain parental care and sacrifices for offspring.</i> • Empathy/altruism: <i>Empathy involves taking on the perspective of the victim, experiencing their distress, and leading to the desire to reduce the other person's distress, by helping them, even at cost to oneself.</i> <p><i>Research evidence can be credited.</i></p>	6
	<p>(e)</p> <p>Indicate whether the following statements are true or false by writing "T" or "F" in the boxes on the right.</p> <ol style="list-style-type: none"> 1. <i>T</i> 2. <i>F</i> 3. <i>T</i> 4. <i>T</i> 	4
.... in all questions alternative points may be credited as appropriate.		16

Question 5 – Social perception

Question No	Question and Specific Content Requirement	Marks
C5	<p data-bbox="324 304 369 336">(a)</p> <p data-bbox="465 304 1008 336">What is meant by “interpersonal perception”?</p> <p data-bbox="465 373 1630 437"><i>The process by which we form impressions of other people, using various strategies, ie first impressions, stereotypes; we form views about their personalities, and reasons for their behaviour.</i></p>	2
	<p data-bbox="324 509 369 541">(b)</p> <p data-bbox="465 509 1149 541">Describe the “primacy effect” in interpersonal perception.</p> <p data-bbox="465 577 1563 641"><i>Primacy effect occurs when a person judges another on the basis of the first information they receive, possibly ignoring later information; first impressions have a stronger influence.</i></p>	2
	<p data-bbox="324 713 369 745">(c)</p> <p data-bbox="465 713 1317 745">Explain the process of stereotyping, with reference to research evidence.</p> <p data-bbox="465 782 1641 979"><i>Belief that all members of a particular group share certain characteristics, positive or negative. When meeting a new individual, they are first identified as belonging to a group/category, often based on race, gender, age, religion, etc, then it is assumed they possess all the characteristics that everyone else in the category are assumed to possess. This blinds us to the individual’s characteristics, and may lead to discrimination and self-fulfilling prophecy. Research evidence, eg Duncan 1976, Katz & Braly 1933, LaPière 1935.</i></p>	6

Question No	Question and Specific Content Requirement	Marks
	<p>(d)</p> <p>State what is meant by “attribution” and give an example of an attribution from the stimulus above.</p> <p><i>Attribution is the process of giving reasons for one’s own and other’s behaviour.</i></p> <p><i>From the Stimulus, possible examples of attributions:</i></p> <ul style="list-style-type: none"> • <i>Bill felt he failed because of the weather.</i> • <i>Bill felt he failed because of the traffic.</i> • <i>Bill felt he failed because of his cold.</i> • <i>Examiner felt Bill failed because of his poor driving skills.</i> 	3
	<p>(e)</p> <p>Match each numbered term on the left with its correct description on the right, by drawing a line between the two.</p> <p>One has been done for you:</p> <p><i>1 = D</i> <i>2 = A</i> <i>3 = B</i></p>	3
.... in all questions alternative points may be credited as appropriate.		16

[END OF MARKING INSTRUCTIONS]