

2005 Psychology

Intermediate 2 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 2

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%** and **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. This may require the candidate to 'describe', or 'discuss', or 'evaluate' a study. 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 details 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 – Cognition and Learning

Question No		Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
A1	(a)	In operant conditioning, explain what the following terms mean:		
		(i) positive reinforcement; <i>Anything pleasurable which increases the probability of a response, eg food, drink, money.</i>	2	
		(ii) negative reinforcement; <i>Removal, avoidance or escape from anything unpleasant, which increases the probability of a response occurring, eg escape from an electric shock.</i>	2	
		(iii) punishment. <i>The removal of something pleasant, or giving something unpleasant, eg pain or humiliation, which decreases the likelihood of a response.</i>	2	

Question No	Question and Specific Content Requirement	Approx Marks weightings: 80% k & u – 20% a & e	
(b)	<p>Give one example of reinforcement in everyday life.</p> <p><i>Rewarding children when they behave well, eg praise, cuddle, sweets, withholding pocket money until chores are done; animal training; wages or praise for work, etc.</i></p>	2	
(c)	<p>What is meant by “observational learning”, according to social learning theory (SLT)?</p> <p><i>Observational learning takes place, ie individual may imitate what they have observed. Identification may occur. This means that he/she uses memory, to store what they have observed, for later use; there are cognitive processes between stimulus and response. Learning can happen without reinforcement, and without performance. Research evidence can be credited (but answers that merely describe one research study, such as one of the Baudura studies, will gain only limited credit).</i></p>	4	

Question No	Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
	<p>(d) Give one strength and one weakness of Bandura’s “Bobo Doll” research.</p> <p><i>One strength from:</i></p> <p><i>Good control, eg children in different groups were matched. Large, representative sample of participants allowed generalisation of findings. Can draw cause and effect conclusions, due to good control.</i></p> <p><i>One weakness from:</i></p> <p><i>Acts of aggression were shown and imitated against a Bobo Doll, not a real person, ie we cannot generalise to real life aggression against people. Lacks ecological validity. Ethical concerns: aggression was induced in, and taught to children; exposure to an adult’s aggression may have been frightening for the children.</i></p>		4
	<p>(e) Describe what Piaget meant by “discovery learning” within education, and give one example.</p> <p><i>Children have ‘natural curiosity’ to explore their environment and learn from it; teacher should provide environment and materials that are suitable for children to use and explore, according to their stage of development. Children learn best by doing. Their learning cannot be rushed, there must be ‘readiness’. Suitable examples: water play, playdough, role play, rods and counters for maths, etc. (The example may be related to a stage, but mere description of Piaget’s stages will not gain credit).</i></p>	4	
	... in all questions alternative points may be credited as appropriate.	16	4

Question 2 – Motivation

Question No		Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
A2	(a)	<p>Give a description of each of the following concepts:</p> <p>(i) self-actualisation; <i>(i) The peak of Maslow’s hierarchy of needs, also described by Rogers, ie humanistic view of motivation. Need for self-actualisation motivates us to fulfil our potential, achieve everything we are capable of.</i></p> <p>(ii) self efficacy. <i>(ii) Sense of personal competence, self-beliefs about how good we think we are at doing various things; can affect amount of effort and level of performance at tasks.</i></p> <p><i>Research evidence can be credited.</i></p>	3 3	
	(b)	<p>How do individuals differ from each other in their need for achievement?</p> <p><i>Definition or brief description of need for achievement/achievement motivation. Measurement of need for achievement, often called ‘nAch’, shows individual differences. Some people are keener to achieve than others, success is more important to some than to others. Level of need for achievement may be affected by parents’ behaviour, such as expectations of independence, and extent of praise and encouragement.</i></p> <p><i>Research evidence can be credited.</i></p>	2	2

Question No	Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
	<p>(c) Explain how we are motivated to satisfy our biological needs such as hunger and thirst, including the influence of social or cultural factors.</p> <p><i>Hunger and thirst are basic biological needs. Several parts of the brain are involved, hypothalamus has a key role in homeostatic process. There is motivation to start eating, and motivation to stop (satiation). Evidence has come mainly from work with rats, which either starve, or overeat, when parts of the hypothalamus are damaged. Neurotransmitters are also involved. There may be a body weight 'set point'. Social and cultural factors: eg we conform to others who are eating and drinking, sights and smells of food/drink act as triggers, habitual mealtimes, cultural expectations about body shape/size, pressure to eat healthily, etc.</i></p> <p><i>Research evidence can be credited.</i></p>	8	2
	<p>... in all questions alternative points may be credited as appropriate.</p>	16	4

Section B

Question 1 – Investigating Behaviour

Question No	Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
	<p>(a) What type of experiment is described in the research scenario above?</p> <p><i>Natural experiment.</i></p>	1	
	<p>(b) Compare the strengths and weaknesses of two types of experiment. You may use the one you gave as your answer to (a).</p> <p>Any two to be compared from: laboratory, field and natural</p> <p><i>Laboratory: strengths: controlled, can be replicated, can draw cause and effect conclusions and generalise. weaknesses: artificial, poor ecological validity etc</i></p> <p><i>Field: strengths: good realism/ecological validity; some control. weaknesses: lower level of control, replication and generalisation harder.</i></p> <p><i>Natural: strengths: high ecological validity/realism. weaknesses: very little control, replication and generalisation not possible.</i></p>		4

Question No	Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
(c)	<p>Suggest a hypothesis for this study.</p> <p><i>Watching TV will affect the amount of helping behaviour in children or similar. A one or two-tailed hypothesis may gain credit. A null hypothesis may gain credit, if correct.</i></p>	2	
(d)	<p>Identify the independent variable and the dependent variable in this study.</p> <p><i>Independent variable - before TV and after TV</i> <i>Dependent variable - amount of helping behaviour shown.</i></p>	2	

Question No	Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
	<p>(h) The researchers had predicted that the children would become less helpful over the four years of watching television. Is this prediction supported by their findings as shown in the bar chart? Explain your answer.</p> <p><i>No, the prediction is not supported. The answer should state the result in words. The graph shows more helping behaviours after (17), than before (16). However, it is a very small difference, therefore researchers should not conclude that TV has made children more helpful, either.</i></p>	3	1
	<p>... in all questions alternative points may be credited as appropriate.</p>	15	5

Section C

Question 1 – Personality

Question No	Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
C1	<p>(a) What is meant by a “trait” in personality?</p> <p><i>Characteristic, or aspect of a person’s character, that is relatively permanent, and may be related to behaviour.</i></p>	2	
	<p>(b) Briefly describe one example of a trait.</p> <p><i>One from:</i></p> <p><i>Calm, excitable, outgoing, shy, etc.</i></p>	2	
	<p>(c) Other than heredity, what kind of factor could affect personality?</p> <p><i>One from:</i></p> <p><i>Past experience, socialisation/environmental influences, learned behaviour etc</i></p>	1	
	<p>(d) Describe what Freud meant by “id”, “ego” and “superego”.</p> <p><i>Personality structures. Descriptions may include:</i></p> <p><i>‘pleasure/reality/morality principle’; at what stage in development each appears; whether in conscious or unconscious mind; how each affects behaviour.</i></p>	6	

Question No	Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
(e)	<p>Evaluate Eysenck’s Personality Inventory (EPI), as a measure of personality.</p> <p><i>EPI is a questionnaire that claims to measure dimensions of personality: introversion/extraversion, neuroticism/stability.</i></p> <p><i>Good reliability and validity, established over many years of use. Quick and easy to administer and score. Provides quantitative data, easy to analyse. But: self-report, so participants may be untruthful, or present themselves in favourable light – social desirability bias. May be affected by temporary mood states. Research evidence can be credited.</i></p>	1	4
(f)	<p>How is psychometric personality testing used in the workplace?</p> <p><i>In recruitment and selection; regarded as predictor of job performance; may be used along with other tests, eg IQ and aptitude, and with other selection methods such as interviewing; example of test (Occupational Personality Questionnaire [OPQ], Myers-Briggs, etc); tests often based on ‘big five’ personality factors; applicant’s profile is compared to the job requirements, to seek match. Research evidence can be credited.</i></p>	4	
... in all questions alternative points may be credited as appropriate.		16	4

Section C

Question 2 – Group Processes

Question No	Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
C2	<p>(a) What is meant by “group cohesiveness”?</p> <p><i>Closeness of group members; loyalty ; high level of conforming to norms; feelings of belongingness, lack of conflict; team spirit.</i></p>	2	
	<p>(b) Describe two factors affecting group cohesiveness.</p> <p><i>Two from:</i></p> <p><i>Size, similarity, shared beliefs, frequency of contact, high belongingness needs, equal status of members, external threat.</i></p>	4	
	<p>(c) What is meant by “group norms”?</p> <p><i>Customary ways of behaving, unwritten rules as to actions, beliefs, attitudes, etc, regarded as acceptable for the group.</i></p>	1	
	<p>(d) Why do members conform to group norms?</p> <p><i>Members tend to go along with the group, in their normal/usual/expected ways of behaving, attitudes, etc. May involve compliance or internalisation. Motivated by need for acceptance/approval. Research evidence can be credited.</i></p>	3	

Question No	Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
	<p>(e) Explain the concepts of “group think” and “risky shift”, and discuss how these can come about, with reference to research evidence.</p> <p><i>Group think – definition, and features of group think process: cohesiveness; few options considered; time pressure on group to make decision; directive leader, etc. Evidence, eg Janis (1982), Tetlock et al (1992).</i></p> <p><i>Risky shift – definition; explanation of group polarisation as the more precise term. Discussion in terms of social comparison or social categorisation. Evidence, eg Stoner (1961), Baron and Roper (1976), Hogg et al (1992).</i></p>	6	4
	<p>... in all questions alternative points may be credited as appropriate.</p>	16	4

Section C

Question 3 – Non-verbal communication

Question No		Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
C3	(a)	Describe two features of a facial expression that shows surprise. <i>Two from: eyes wide, eyebrows raised, mouth open</i>	2	
	(b)	State what is meant by “paralanguage” and give two examples. <i>Vocal sounds which convey some meaning, apart from actual words. Examples: two from: sigh, grunt, voice intonation, ‘er .../um ...’ hesitation, stuttering, etc.</i>	4	
	(c)	Describe two functions of non-verbal communication (NVC). <i>Two from: may convey emotion, convey attitude, emphasise verbal communication, replace verbal communication, indicate type of relationship, eg formal, intimate.</i>	4	
	(d)	Discuss both nature and nurture factors in the development of non-verbal communication, referring to research evidence. <i>Nature factors – innate basis of facial expressions; evidence that these are universal, from babies, and from different cultures; evolutionary basis, eg fast communication of threat.</i> <i>Nurture factors – learning: signals learned through imitation and reinforcement; evidence of rapid development of NVC in baby’s first year. Cultural and social influences: cross-cultural differences in specific signals; posture ‘mirroring’; gender differences. Evidence, eg: Meltzoff and Moore 1977, Ekman & Friesen 1969, Tanner 1995.</i> <i>Answers which merely describe a research study will gain only limited credit.</i>	6	4
... in all questions alternative points may be credited as appropriate.			16	4

Section C

Question 4 – Pro-social behaviour

Question No		Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
C4	(a)	<p>What is meant by “diffusion of responsibility” amongst bystanders in an emergency situation?</p> <p><i>Reduced feeling of responsibility for helping, due to presence of other bystanders. Results in reduced likelihood of help being given.</i></p>	2	
	(b)	<p>Give two examples of “victim characteristics”. Explain how one of these characteristics might affect how likely someone is to be helped in an emergency.</p> <p><i>Two from: drunk/sober, lame (disabled); appearance of blood; attractiveness; ethnicity; similarity. Makes help more, or less, likely, depending on specific characteristics chosen. Research evidence can be credited.</i></p>	4	
	(c)	<p>Discuss two theories of altruistic behaviour.</p> <p><i>Two from: evolutionary view; cost-reward model, empathy-altruism. Each theory to be described, and its explanations of origins and/or processes of altruism analysed/evaluated. Research evidence can be credited (but answers which merely describe a research study will gain only limited credit).</i></p>	6	4
	(d)	<p>Describe one research study that has investigated pro-social behaviour.</p> <p><i>Likely examples: Darley and Latané 1968, Piliavin, Rodin and Piliavin 1969.</i></p>	4	
... in all questions alternative points may be credited as appropriate.			16	4

Section C

Question 5 – Social perception

Question No		Question and Specific Content Requirements	Approx Marks weightings: 80% k & u – 20% a & e	
C5	(a)	What is meant by “attribution”? <i>Process of explaining to oneself the reasons for one’s own and others’ behaviour.</i>	2	
	(b)	Describe one type of error or bias in the process of attribution. <i>One from: fundamental attribution error, self-serving bias, actor-observer effect.</i>	2	
	(c)	From the `stimulus above, suggest a “situational attribution” that Bill might make to explain his failure. <i>‘I failed because of the bad weather/road conditions’ or ‘...because of the heavy traffic’ or ‘... because I’m not well’.</i>	2	
	(d)	Describe a research study relating to social perception. <i>Likely studies: Luchins 1957; Asch 1946, Duncan 1976, Katz & Braly 1933, LaPière 1935, Jones and Harris 1967 etc.</i>	4	
	(e)	Discuss factors affecting interpersonal perception, with reference to research evidence. <i>Description and analysis of at least two from: primacy effect, recency effect, implicit personality theory, stereotyping. Relevant research evidence.</i>	6	4
... in all questions alternative points may be credited as appropriate.			16	4

[END OF MARKING INSTRUCTIONS]