

2006 Psychology

Higher

Finalised Marking Instructions

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Generic Marking Information

**Approximate weighting of all 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.

Generic Marking Information for 20-mark questions.

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.
9 (D)	<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.
0-8 (NA)	<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.

**Specific Marking Instructions
Section A**

A1 Stress	Question and Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	Define the term stress and explain one example from everyday life that may cause stress. <i>The way the body reacts to a stressful situation. An imbalance of perceived demand and ability to cope. A stressor is something that causes stress, eg a stressful job.</i>	2	2
(b)	Briefly describe each of the three stages of the General Adaptation Syndrome (GAS). <i>Each stage should be explained and include the following (or similar):</i> <ul style="list-style-type: none"> • <i>Alarm – the stress response (2)</i> • <i>Resistance – apparent coping (2)</i> • <i>Exhaustion – breakdown, onset of illness (2)</i> 	6	0
(c)	Explain the role of the Autonomic Nervous System (ANS) in the stress response. <i>Responsible for homeostatic balance of many bodily functions. Divided into sympathetic and parasympathetic branches. A brief overview of the functioning of each branch should be provided. Works closely with endocrine system. Hormones, eg adrenaline, are released into the bloodstream via the pituitary and hypothalamus.</i>	2	2
(d)	Discuss reasons why some individuals are more likely to experience stress than others. <i>Answer should be discursive/analytical and include the role of personality/gender/culture as mediators of stressful situations. Full marks may be awarded for a comprehensive answer dealing with one issue, eg a full answer on personality or for less detail on 2/3 issues.</i>	2	4
	Alternative points may be credited as appropriate	12	8

A2 Memory	Question and Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	<p>Describe one research study that has investigated a technique for improving memory, and assess the usefulness of this technique in relation to study and exam skills. You may refer to the technique described above, or any other memory improvement technique.</p> <p><i>Any relevant research study may be used. Answer should include name(s) of researcher(s), name of technique investigated, brief description of method and procedure and results. Evaluation points should refer to usefulness of the technique in the real-life study/exam context, and may include ecological validity, control of variables, limited application for more complex learning, etc.</i></p>	4	4
(b)	<p>Discuss two theories of forgetting, referring to research evidence in your answer.</p> <p><i>Any two theories from:</i></p> <ul style="list-style-type: none"> • <i>trace decay</i> • <i>displacement</i> • <i>interference</i> • <i>cue-dependent forgetting</i> • <i>repression/motivated forgetting.</i> <p><i>Each theory should be described and discussed in terms of relevance to STM/LTM, availability/accessibility, support from research evidence, etc.</i></p>	8	4
Alternative points may be credited as appropriate		12	8

**Specific Marking Instructions
Section B**

B Research	Question and Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	Who were the participants in this study? <i>60 infants who were mainly from a working class area of Aberdeen.</i>	1	0
(b)	Why would it be difficult to generalise from this sample? <ul style="list-style-type: none"> • <i>Sample is too small</i> • <i>Biased – mainly from a working class area of Aberdeen</i> 	2	0
(c)	What is naturalistic observation? <ul style="list-style-type: none"> • <i>The observation of behaviour in its natural setting.</i> • <i>Researcher makes no attempt at influencing the behaviour of those observed.</i> 	2	0
(d)	Explain two strengths of naturalistic observation. Two from <ul style="list-style-type: none"> • <i>Has high ecological validity</i> • <i>Can be used to collect data which would be unethical to deliberately engineer</i> • <i>Can provide new ideas for later research</i> 	0	4
(e)	Explain two weaknesses of naturalistic observation. Two from <ul style="list-style-type: none"> • <i>Researcher has no control over variables</i> • <i>Observer bias</i> • <i>Ethical issues</i> 	0	4
(f)	Describe one other method that could be used in this study. <i>In-depth interviews</i>	3	0

B (cont)	Question and Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(g)	What are the main ethical implications of this study? <i>Two from:</i> <ul style="list-style-type: none"> • <i>Informed consent</i> • <i>Privacy</i> • <i>Difficulty debriefing</i> 	2	0
(h)	The researchers found that by 18 months, 24% of infants were attached to only one person, 35% of infants were attached to two people and 41% of infants were attached to three or more people. What type of graph should be used to illustrate this? <i>Suggested graph would be a Pie Chart. A bar chart would be acceptable (NOT a histogram/line graph).</i>	2	0
Alternative points may be credited as appropriate		12	8

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

C1 Prejudice	Question and Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	<p>Define the terms ‘racism’ and ‘sexism’.</p> <p><i>Either could be described as prejudice towards (or categorisation of) individuals according to ‘race’ or ‘sex’ (or similar).</i></p> <p><i>Some mention of negative aspects of categorisation or assumed differences between members in a particular category (race or sex) and those outwith should be given (an example of differences would be acceptable).</i></p>	4	0
(b)	<p>Describe Jane Elliott’s strategy and assess its use in the reduction of prejudice.</p> <p><i>4 marks for description of Jane Elliott’s Blue eyes - brown eyes experiment:</i></p> <ul style="list-style-type: none"> • <i>Blue eyes told they were brighter, brown eyed were inferior – made them sit at back, etc.</i> • <i>Blue eyed got special treatment.</i> • <i>Effects shown quickly, next day reversed – switch in behaviour and attitudes.</i> • <i>Thorough debrief</i> <p><i>4 marks for evaluation – ethical implications, no long-term follow-up to show real reduction in prejudice.</i></p>	4	4
(c)	<p>Discuss Adorno’s theory of the authoritarian personality.</p> <p><i>4 marks for description of theory – based on personality traits, mention of scales, eg F scales (fascism), origins of personality, which traits correlated.</i></p> <p><i>4 marks for evaluation of theory (1 mark each point, 2 for a developed point) – cross-cultural studies don’t back this; ‘contact’ studies contradict; assumes personality is permanent – can’t change – some evidence people change; based on flawed psychoanalytic theories; methodology issues, eg experimenter bias, artificial correlation.</i></p>	4	4
	Alternative points may be credited as appropriate	12	8

C2 Social Relationships	Question and Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	<p>What is the role of attachment in forming social relationships? <i>Brief definition of attachment as bond between person and significant other (child – parent or adult – adult).</i> <i>Primary attachment (childhood) relates to adult attachment pattern.</i> <i>Attachment styles are similar to style of attachment in children.</i> <i>Correlation between attachment style and type of parenting experienced.</i></p>	4	0
(b)	<p>Describe and evaluate a research study, which is relevant to any one theory of relationships. <i>Any appropriate study, eg Buss should be described for 4 marks.</i> <i>4 marks for evaluation, which could be based on methodology, ethics, support for theory, contrast with other studies/theories, other appropriate strengths or weaknesses.</i></p>	4	4
(c)	<p>Consider the effects of divorce on children. <i>Both negative effects and positive outcomes should be mentioned. Discussion could include identification of factors that could be affected, eg aggression, self-esteem, mental health. Answers should also make reference to mitigating factors, such as lack of conflict, continuing relationships with both parents.</i></p>	4	4
Alternative points may be credited as appropriate		12	8

C3 Conformity and Obedience	Question and Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	What is the difference between ‘compliance’ and ‘internalisation’? <i>Compliance – social influence where a person goes along with the group but does not really change attitude, could mention ingratiation, foot in the door.</i> <i>Internalisation – social influence where we change our attitudes in line with the group, partly because of our desire to be like others. Difference is related to actual change in attitude.</i>	4	0
(b)	Explain why people conform. <ul style="list-style-type: none"> • <i>group pressure</i> • <i>size of majority</i> • <i>cultural factors</i> • <i>ambiguity of situation</i> • <i>individual differences</i> • <i>gender differences</i> <i>Answer should be explanatory/evaluative in nature.</i>	2	4
(c)	Explain and evaluate one research study which shows conformity. <i>6 marks for description of any relevant research study, eg Asch’s study on conformity, Sherif.</i> <i>4 marks for evaluation in terms of methodology used, ethical considerations, reliability or validity.</i>	6	4
Alternative points may be credited as appropriate		12	8

C4 Anti-social behaviour	Question and Specific content requirements	Approx Marks weightings: 60% k & u – 40% a & e	
(a)	Describe and evaluate the procedure of one research study on the influence of media violence. <i>Any relevant studies should be credited, eg Williams (1985) study in British Columbia, Eron et al (1972), Cumberbatch et al (1988) American TV study, etc.</i> <i>Focus should be on the procedure.</i>	4	2
(b)	Describe and evaluate the ethological approach to aggression. <i>Based on animal observation in their natural environment.</i> <i>Animals programmed to be aggressive; aggression is a highly adaptive response; not harmful behaviour; role of rituals.</i> <i>Evaluation – encourages generalisation from animals to humans; tends to view human behaviour as rigid and stereotypical; human aggression is more complex; humans have developed appeasement gestures.</i>	4	4
(c)	Define “catharsis”. <i>Release of aggression through channelling into other activities.</i>	2	0
(d)	How can role modelling be used in the control and/or reduction of aggression? <i>From social learning theory, the idea that watching someone behave in a particular way can influence a person to behave similarly.</i> <i>Influence needs to be sustained over time because of other social influences. Examples should be given of how this is done, eg parental behaviour.</i>	2	2
Alternative points may be credited as appropriate		12	8

Specific Marking Instructions
Section C
Candidates must answer ONE question from C5, C6 or C7

C5 Atypical behaviour – definitions and origins	Discuss the possible causes of depression or schizophrenia or phobias according to any two approaches in psychology.	Approx Marks weightings: 60% k & u – 40% a & e	
	<p><i>Depression, schizophrenia or phobias should be described.</i></p> <p><i>Depression: A type of mood disorder in which the person experiences feelings of sadness, worthlessness and grief.</i></p> <p><i>Schizophrenia: Severe disorder characterised by disruptions in psychological functioning.</i></p> <p><i>Phobia: A type of anxiety disorder where there is an irrational fear of an object or situation.</i></p> <p><i>Any two approaches may be used, for example:</i></p> <ul style="list-style-type: none"> • <i>Psychoanalytic approach should refer to unconscious processes, tripartite mind and unresolved conflicts creating anxiety/neurosis.</i> • <i>Behaviourist approach should refer to classical and operant conditioning (each of which should be briefly explained) and the learned response in atypical behaviours.</i> <p><i>Answer should be supported by appropriate research.</i></p>	12	8
	Alternative points may be credited as appropriate	12	8

C6 Atypical behaviour - therapies	Describe how different types of therapies may be used to treat phobias and discuss the effectiveness of the therapies you have chosen.	Approx Marks weightings: 60% k & u – 40% a & e	
	<p><i>Medical, psychoanalytic, behaviourist, cognitive, humanist approaches may be used. A minimum of two approaches would be required for full marks. The answer should link the approaches with the treatment of phobias, eg behaviourist approach may use systematic desensitisation to treat a phobia, based on classical conditioning principles; Psychoanalytic – psychotherapy would be used to uncover internal psychic conflicts; Cognitive – would challenge ‘irrational’ thoughts through cognitive therapeutic methods, eg Ellis RET; Humanistic – client cognitive therapy may be used (Rogers) to improve self confidence/esteem; Medical – treatment based on anti-anxiolytics, eg diazepam.</i></p> <p><i>Answer should include an evaluation of how successful the therapies are in terms of their treatment of phobias. A minimum of two of the therapies used in part (a) of the answer must be evaluated to receive full marks. Appropriate research evidence should be used.</i></p>	12	8
	Alternative points may be credited as appropriate	12	8

C7 Intelligence	Consider ways in which nature and nurture may influence intelligence.	Approx Marks weightings: 60% k & u – 40% a & e	
	<p><i>Both sides of the nature/nurture debate should be discussed approximately equally.</i></p> <p><i>Nature – genetic/hereditary influences on intelligence should be discussed.</i></p> <p><i>Nurture – environmental/learning issues.</i></p> <p><i>Interactionism may be discussed, how both genetic and environmental influences affect intelligence.</i></p> <p><i>Answer should be supported by appropriate research, eg headstart programme, Rosental & Jacobson, twins and adoption studies.</i></p>	12	8
	Alternative points may be credited as appropriate	12	8

[END OF MARKING INSTRUCTIONS]