

2006 Psychology

Intermediate 1

Finalised Marking Instructions

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2006 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 candidate may use any study of their choice, as long as it is directly relevant to the given 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
13-16 (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.
11-12 (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 (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 A1	Question and Specific Content Requirement	Marks
	<p data-bbox="324 438 369 470">(a)</p> <p data-bbox="465 438 1556 470">Complete the words in the following sentences (in each case the first letter is given already):</p> <p data-bbox="465 502 1019 534"><i>(i) Reinforcement/or reward, punishment</i></p> <p data-bbox="465 534 817 566"><i>(ii) association, response</i></p>	<p data-bbox="1668 438 1691 470">2</p> <p data-bbox="1668 470 1691 502">2</p>
	<p data-bbox="324 646 369 678">(b)</p> <p data-bbox="465 646 1590 742">Social learning theory (SLT) is one explanation of how we learn new behaviours. Explain how people develop gender roles, according to SLT. Include an example from everyday life in your answer.</p> <p data-bbox="465 782 1624 949"><i>The main learning process according to SLT is observational learning, in which a person observes the behaviour of a “model”; the observer may then imitate and possibly identify with the model. Cognition, eg memory, is involved in this process. Children may learn the gender roles of their culture by imitating the behaviour of adults of the same sex as themselves. Imitation is more likely where a behaviour is also reinforced. Reference to research evidence may be credited.</i></p>	<p data-bbox="1668 678 1691 710">5</p>
	<p data-bbox="324 1021 369 1053">(c)</p> <p data-bbox="465 1021 1601 1085">Describe one research study that has investigated cognition and/or learning. In your answer, you should include researcher name(s), what was studied, procedure, results.</p> <p data-bbox="465 1125 940 1252"><i>Likely studies: Bandura (1961) or other Bandura study Pavlov (1906) Skinner (1938)</i></p> <p data-bbox="465 1260 1556 1324"><i>Answer should provide: researcher name(s), what was studied, outline of procedure, results; description of participants, apparatus, method, etc can also gain credit.</i></p>	<p data-bbox="1668 1053 1691 1085">4</p>

Question No A1	Question and Specific Content Requirement	Marks
	<p data-bbox="324 268 369 303">(d)</p> <p data-bbox="465 272 1603 336">Sometimes “discovery learning” based on Piaget’s theory is used in the classroom. Describe the role of the teacher in this type of learning.</p> <p data-bbox="465 373 1592 472"><i>The teacher knows the stage of each child and provides the right environment and materials for children to freely explore and use. S/he encourages activity rather than sitting passively while being instructed.</i></p>	3
	<p data-bbox="465 512 1330 539">.... in all questions alternative points may be credited as appropriate.</p>	16

Question 2 – Development of the self-concept

Question No A2	Question and Specific Content Requirement	Marks
	<p>(a)</p> <p>What do psychologists mean by the following terms:</p> <p>(i) Self Image (ii) Ideal Self</p> <p>(i) <i>This refers to who we think we are; may be called the ‘real self’, as distinct from ‘ideal self’. It is mainly descriptive (but answers that also include evaluative aspects can gain credit), and could include: own self-knowledge, feedback from others, categories such as roles, personality, etc.</i></p> <p>(ii) <i>This represents one’s perception of how one should or would like to be, in terms of personality, appearance.</i></p>	<p>2 2</p>
	<p>(b)</p> <p>Read the stimulus above and complete the following sentences using two words from the box below:</p> <p><i>Ben has shown he can understand someone else’s viewpoint: this is known as <u>decentring</u>. Younger children are unable to carry out this task correctly, because of <u>egocentrism</u>.</i></p>	<p>2</p>
	<p>(c)</p> <p>Explain what Erikson meant by “identity versus role confusion”, in adolescence.</p> <p><i>According to Erikson’s psychosocial stages of development, ‘identity v role confusion’ refers to the 5th stage, ie adolescence. The central task is to forge an identity but they are faced with choices from a large number of occupational or study roles, along with new sexual roles and religious ones. The resulting crisis must be resolved, usually with help from significant others, eg peers. Achievement of identity is the positive outcome of this stage, role confusion is the potential negative outcome. Research evidence can be credited.</i></p>	<p>6</p>

Question No A2	Question and Specific Content Requirement	Marks
	<p>(d) Name one type of self-concept testing, and describe how it can be used in therapy for measuring and changing the self-concept and self-acceptance.</p> <p><i>Q-sort cards OR Twenty statements (Who am I?) test.</i> <i>Client carries out the test, so that therapist can assess their self-concept. Test may be carried out twice, once for 'real self', and once for 'ideal self' – difference indicates level of self-regard/self-esteem/self-acceptance. Therapy then takes place, and test repeated, to discover whether self-concept has improved. Mainly used in person-centred therapies.</i></p>	<p>1 3</p>
	<p>.... in all questions alternative points may be credited as appropriate.</p>	<p>16</p>

Section B**Question 1 – Investigating Behaviour**

Question No B1	Question and Specific Content Requirement	Marks
(a)	Is the above research study: <i>Experimental</i>	1
(b)	Suggest a <i>hypothesis</i> for the study described in the scenario above. <i>Smokers who used a new technique to stop smoking are more likely to succeed in giving up smoking, than those who used no technique to help them give up. (an appropriate null hypothesis is acceptable) IV and DV must be identifiable in the stated hypothesis.</i>	2
(c)	Name the type of charts shown in the scenario (on Page eight), and describe the results of this study, as shown in the charts. <i>Pie-charts Those who used the new technique to stop smoking had a higher success rate (80%, ie twice as successful) than those who did not use a technique (40%). Percentages must be stated, otherwise max credit is 1 mark for this part.</i>	1 2
(d)	The researcher later decided to conduct a long-term, in-depth study of one of the smokers who had failed to give up smoking. In the table below, identify the research method he would use for this purpose. <i>Case study.</i>	1

Question No B1	Question and Specific Content Requirement	Marks																				
	<p>(e) Psychologists use various research methods. In the table below, tick the five features that apply to the questionnaire survey method.</p> <table border="1" data-bbox="517 395 1624 783"> <thead> <tr> <th data-bbox="517 395 1178 464"><i>Features</i></th> <th data-bbox="1178 395 1624 464"><i>Tick(✓) the five features of the questionnaire survey method</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="517 464 1178 499">Studies one individual</td> <td data-bbox="1178 464 1624 499"></td> </tr> <tr> <td data-bbox="517 499 1178 534">Collects data on attitudes, beliefs, opinions etc</td> <td data-bbox="1178 499 1624 534">✓</td> </tr> <tr> <td data-bbox="517 534 1178 569">Uses a structured set of questions</td> <td data-bbox="1178 534 1624 569">✓</td> </tr> <tr> <td data-bbox="517 569 1178 604">Includes mainly closed-ended items</td> <td data-bbox="1178 569 1624 604">✓</td> </tr> <tr> <td data-bbox="517 604 1178 639">Provides rich, detailed information about individuals</td> <td data-bbox="1178 604 1624 639"></td> </tr> <tr> <td data-bbox="517 639 1178 675">Allows ‘cause and effect’ conclusions to be drawn</td> <td data-bbox="1178 639 1624 675"></td> </tr> <tr> <td data-bbox="517 675 1178 710">May study a large number of people</td> <td data-bbox="1178 675 1624 710">✓</td> </tr> <tr> <td data-bbox="517 710 1178 745">Involves highly controlled variables</td> <td data-bbox="1178 710 1624 745"></td> </tr> <tr> <td data-bbox="517 745 1178 783">Allows statistical analysis</td> <td data-bbox="1178 745 1624 783">✓</td> </tr> </tbody> </table>	<i>Features</i>	<i>Tick(✓) the five features of the questionnaire survey method</i>	Studies one individual		Collects data on attitudes, beliefs, opinions etc	✓	Uses a structured set of questions	✓	Includes mainly closed-ended items	✓	Provides rich, detailed information about individuals		Allows ‘cause and effect’ conclusions to be drawn		May study a large number of people	✓	Involves highly controlled variables		Allows statistical analysis	✓	5
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Allows statistical analysis	✓																					
	<p>(f) In a questionnaire survey, a participant may answer questions in a face-to-face situation with the researcher. State two other ways in which questionnaires may be completed.</p> <p><i>Two from: by telephone, by email, by post, via website</i></p>	2																				
	<p>(g) Match the numbered terms in the left-hand column with the definitions on the right, by drawing a line between them. One is done for you.</p> <p><i>2 = An ethical principle to ensure participants are not caused harm or distress</i> <i>3 = Where research procedures are like real-life situations</i></p>	2																				
.... in all questions alternative points may be credited as appropriate.		16																				

Section C

Question 1 – Personality

Question No C1	Question and Specific Content Requirement	Marks
(a)	<p>In the sentences below, complete the missing words relating to the study of personality.</p> <p>(i) <i>In selecting and recruiting new employees, <u>psychometric</u> personality testing is often used by employers.</i></p> <p>(ii) <i>Relatively permanent personality characteristics of an individual are known as <u>traits</u>.</i></p>	<p>1 1</p>
(b)	<p>(i) What does “EPI” stand for?</p> <p>(ii) Describe how the EPI is used, in the study of personality.</p> <p>(i) <i>Eysenck Personality Inventory.</i></p> <p>(ii) <i>A questionnaire which measures traits or dimensions of personality: extraversion/introversion, and neuroticism/stability are measured. Results from large numbers of people have been used to establish a theory of personality, and the questionnaire has been used widely in research (candidates should not be penalised for mentioning psychoticism [from EPQ], as long as the rest of the answer is adequate).</i></p>	<p>1 3</p>
(c)	<p>Describe one research study that has investigated personality. In your answer, you should include researcher name(s), what was studied, procedure, results.</p> <p><i>Likely studies:</i> <i>Eysenck (1947) (700 soldiers)</i> <i>Little Hans (1909) (Oedipus)</i> <i>Kline and Storey (1977) (anal-retentive character)</i> <i>Pedersen, Plomin, McClearn & Friberg (1988) (twin study on neuroticism & extraversion)</i> <i>The chosen study must come from the field of personality.</i></p>	<p>4</p>

Question No C1	Question and Specific Content Requirement	Marks
	<p data-bbox="324 268 369 300">(d)</p> <p data-bbox="465 268 1630 336">Explain how our personalities are affected by both “nature” and “nurture” influences. You should include research evidence in your answer.</p> <p data-bbox="465 373 1563 442"><i>Nature influences – genes: we inherit characteristics and behaviours from our parents; brain processes affect our personality.</i></p> <p data-bbox="465 442 1637 608"><i>Nurture influences – we learn from our experiences and this affects our personality, we are affected by role models, parents, teachers and friends who may either punish us or reinforce us and this impacts on our personality, self-concept and behaviour; attachment experience in childhood can affect adult personality; specific situational factors, eg acting according to a social role. Research evidence must be provided.</i></p>	6
 in all questions alternative points may be credited as appropriate.	16

Question 2 – Group Processes

Question No C2	Question and Specific Content Requirement	Marks
	<p>(a) All groups have their own “norms” of behaviour, activities, attitudes, etc. Explain how a group ensures that its members conform to these norms.</p> <p><i>Members tend to ‘reward’ other members with approval, agreement etc when they conform to group activities, attitudes, customs and beliefs; on the other hand, they tend to ‘punish’, by ignoring, disapproving etc if a member goes against the group’s norms</i></p>	3
	<p>(b) Match the numbered term in the left-hand column with its definition on the right, by drawing a line to link them. One has been done for you.</p> <p><i>1 Cohesiveness = The extent to which members of a group collectively have a sense of ‘belonging’ to the group</i></p> <p><i>2 Groupthink = Tendency of groups to arrive at a poor decision, because they are too concerned with reaching agreement</i></p> <p><i>4 Risky shift = A form of group polarisation, where a group makes more extreme decisions than each individual would make on their own</i></p>	3
	<p>(c) Briefly describe two factors that can affect group cohesiveness.</p> <p><i>Two from: Similarity, size, external threats, competition, time together, equal status, isolation, rewards etc.</i></p>	2
	<p>(d) Describe a research study that has investigated group processes. In your answer, you should include researcher name(s), what was studied, procedure, results.</p> <p><i>Likely studies: Stoner (1961) Janis (1972) Asch (1955 or other conformity study)</i></p>	4

Question No C2	Question and Specific Content Requirement	Marks
	<p data-bbox="324 272 365 304">(e)</p> <p data-bbox="465 272 1552 336">Belbin set out a theory of “team roles”. How could a sports team manager use this theory to improve the performance of the team?</p> <p data-bbox="465 376 1637 507"><i>Team members have to fulfil a number of roles; team members should therefore be selected who possess a range of different characteristics/skills/abilities, so that they complement each other, eg a co-ordinator to pull the team together, a plant to initiate ideas, an implementor to act as captain. Team members can also be trained to adapt to different roles.</i></p> <p data-bbox="465 512 1599 576"><i>Examples of roles can be credited (Co-ordinator, Shaper, Resource investigator, Plant, Monitor evaluator, Team worker, Finisher, Implementer).</i></p>	4
 in all questions alternative points may be credited as appropriate.	16

Question 3 – Non-verbal communication

Question No C3	Question and Specific Content Requirement	Marks
	<p>(a) Describe one difference between non-verbal communication (NVC) and verbal communication.</p> <p><i>One from:</i> <i>NVC is rapidly learned in first few months after birth, before language</i> <i>NVC conveys only simple messages, verbal messages can be very complex</i> <i>NVC often not under conscious control, unlike speech</i> <i>NVC more likely to show true feelings, therefore trusted more than speech</i></p>	2
	<p>(b) Match each numbered emotion on the left-hand side with the appropriate facial expression photograph on the right, by drawing a line from the emotion word to the photograph. One is done for you.</p> <p><i>1d, 2a 4f, 5c, 6e</i></p>	5
	<p>(c) State one reason why psychologists believe that the facial expressions of emotion shown in question (b) above are innate.</p> <p><i>One from:</i> <i>Because they have been found in many different cultures, ie universal OR</i> <i>Because they have been found in very young babies OR</i> <i>Some have been found even in babies born blind, ie cannot be imitated</i></p>	1

Question No C3	Question and Specific Content Requirement	Marks
	<p>(d)</p> <p>(i) Describe one example of a gender difference in non-verbal communication (NVC). (ii) Describe one example of a cultural difference in non-verbal communication (NVC).</p> <p>(i) <i>One from: Women use more eye contact; women touch more than men; women stand closer than men do; in speech women use more questions; women interrupt less than men, etc.</i></p> <p>(ii) <i>One from: Latin American and Southern Europeans are high contact cultures, ie touch more and stand closer, smaller 'buffer zone', whilst Northern European countries often have low- or non-contact culture; Arab cultures find eye gaze very important; Black people move around more when talking, etc.</i></p>	<p>2</p> <p>2</p>
	<p>(e)</p> <p>Describe how people can be trained in social skills, in the workplace and/or in therapy.</p> <p><i>Used to help people who may be lonely, have low self-esteem and difficulty starting and maintaining good work relationships or friendships. Whether in the workplace or in therapy, the procedure usually consists of role play using simple non-verbal signals such as making eye-contact, smiling, standing closer, making small-talk, confident/relaxed posture. The therapist/trainer may act as a role model, and reinforce/reward the client. Research evidence can be credited.</i></p>	<p>4</p>
<p>.... in all questions alternative points may be credited as appropriate.</p>		<p>16</p>

Question 4 – Pro-social Behaviour

Question No C4	Question and Specific Content Requirement	Marks
	<p>(a) A person who has collapsed in a public place may be less likely to get help if they have certain “victim characteristics”. State two characteristics of an ill or injured person which may reduce the likelihood of their receiving help.</p> <p><i>Two from: smelling of alcohol, bleeding, different from helper</i></p>	2
	<p>(b) In the table below are some statements about theories of altruism. Indicate whether each is true or false by writing ‘T’ or ‘F’ in the box alongside:</p> <p><i>1=T, 2=T, 3=F, 4=F, 5=T</i></p>	5
	<p>(c) Describe one cultural difference in altruism. Refer to research evidence in your answer.</p> <p><i>People are less altruistic: in western cultures, compared to non-western cultures; in cultures that value competition, rather than co-operation; in cultures that put individual needs first, rather than duty to community. Countries such as USA, India, Japan, Mexico, Kenya have been compared. Likely references to research studies include Whiting and Whiting (1975), Eisenberg and Mussen (1989).</i></p>	4

Question No C4	Question and Specific Content Requirement	Marks
	<p>(d) Children's TV programmes sometimes show child characters modelling helpful and caring behaviour. Describe how these programmes might encourage altruism in the children who watch them.</p> <p><i>Children tend to imitate characters they have seen on TV, especially those they like, ie observational learning occurs, according to social learning theory (SLT). If the TV characters are rewarded/reinforced for their pro-social acts, such as helping, sharing, etc, the likelihood of imitation may be increased (learning theory).</i></p>	3
	<p>(e) How effective is reinforcement as a strategy to encourage altruism? Reinforcement may be effective to some extent, eg a child who is praised for being helpful or sharing etc. is likely to repeat that behaviour. OR <i>Reinforcement appears to be less effective than some other strategies such as modelling. If a child is accustomed to being rewarded for 'being helpful', s/he is likely to stop producing the kind behaviour if the rewards cease, especially if they are material rewards (eg sweets)</i></p>	2
.... in all questions alternative points may be credited as appropriate.		16

Question 5 – Social perception

Question No C5	Question and Specific Content Requirement	Marks
	<p>(a) Choose two words from the box below to complete the sentence that follows:</p> <p><i>Social cognition is the process of <u>interpretation</u> of information we receive about people; we make judgments and form an <u>impression</u> of their personality and behaviour.</i></p>	2
	<p>(b) Explain what is meant by “implicit personality theory”.</p> <p><i>Assumptions about which personality characteristics are likely to go together, eg a humorous person will also be good natured, generous and sensitive; If someone displays one characteristic on an initial meeting, other aspects of their personality will be inferred from the initial one; allows us to use a little information to “go a long way” and enable us to form impressions quickly; central and peripheral traits may be mentioned as may primacy and recency effects; research evidence may be credited (eg Asch [1946], Kelley [1950]).</i></p>	4
	<p>(c) Match up the numbered terms 1 and 2 on the left with their descriptions on the right, by drawing a line between them. Term number 3 has been done for you</p> <p><i>Recency effect = Forming a judgment about another person that is mainly influenced by the last information received about them.</i></p> <p><i>Attribution = The process of giving reasons for another person’s behaviour, or one’s own behaviour.</i></p>	2

Question No C5	Question and Specific Content Requirement	Marks
	<p>(d) Describe one type of error or bias that can occur in the process of attribution.</p> <p><i>One from: fundamental attribution error, self-serving bias, actor-observer effect, seriousness of consequences</i></p>	2
	<p>(e) How might a person's self-perception be associated with mental health problems such as anxiety and depression?</p> <p><i>People with negative self-perception are likely to have an attributional style that leads to a feeling of little control over what happens to them when faced with bad events, ie learned helplessness. Lack of control is associated with stress and anxiety. Or, they may be depressed because they see everything bad that happens as being their 'fault', that they are 'useless' in everything they do, ie internal attribution; they may also see good events as having an external source such as luck, and do not take credit for them. Research evidence can be credited.</i></p>	4
	<p>(f) Give two examples of groups which are often stereotyped.</p> <p><i>Two from: racial/ethnic groups, women or men (gender stereotyping), religious groups, people with disabilities, homosexuals, asylum seekers, etc.</i></p>	2
.... in all questions alternative points may be credited as appropriate.		16

[END OF MARKING INSTRUCTIONS]