

**2006 Psychology**

**Intermediate 2**

**Finalised Marking Instructions**

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## 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 (“ku”) and analysis/evaluation (“ae”); in the questions, these are weighted at approximately **80% & 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. They may require the candidate to ‘describe’, or ‘discuss’, or ‘evaluate’ a study. 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, 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 relevant 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.

<b>Mark Band &amp; Approximate Grade (for a 20 mark question)</b>	<b>Generic Requirements</b>
<b>17-20 (A1)</b>	<ul style="list-style-type: none"> <li>• Accurate, relevant psychological knowledge is demonstrated.</li> <li>• Response is well structured showing clear understanding; appropriate examples are provided.</li> <li>• Integration of knowledge from other relevant areas is appropriate.</li> <li>• Analysis of psychological processes and behaviours is precise, and supported by research evidence.</li> <li>• Evaluation of theories concepts and evidence is accurate.</li> <li>• Psychological ideas are expressed effectively using accurate terminology.</li> </ul>
<b>14-16 (A2)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is accurate and relevant in the main.</li> <li>• The response shows clear understanding and some appropriate examples are used.</li> <li>• Some integration of points from other relevant areas is shown, though may be slightly limited.</li> <li>• The answer is analytical, and draws on research evidence, but may show minor weaknesses or omissions.</li> <li>• Evaluation is shown but may be limited.</li> <li>• Expression of psychological ideas is effective with good use of psychological terminology.</li> </ul>
<b>12-13 (B)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but may be slightly lacking in detail.</li> <li>• Response shows good understanding although use of examples and research evidence may be limited.</li> <li>• Analysis and evaluation are evident, although limited.</li> <li>• Psychological ideas are expressed effectively in the main, with some use of psychological terminology.</li> </ul>
<b>10-11 (C)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies.</li> <li>• There is reasonably clear understanding, although use of examples and research evidence is limited or absent.</li> <li>• Analysis/evaluation is lacking or is inaccurate.</li> <li>• Expression of psychological information is reasonably clear, although use of psychological terminology may be limited.</li> </ul>
<b>9 (D)</b>	<ul style="list-style-type: none"> <li>• Knowledge lacks detail and/or contains errors.</li> <li>• There is little evidence of understanding either because of inaccuracies or irrelevant use of examples.</li> <li>• Analysis/evaluation has not been attempted, and there is little or no use of research evidence.</li> <li>• Expression of psychological information is unclear, and terminology is lacking.</li> </ul>
<b>0-8 (NA)</b>	<ul style="list-style-type: none"> <li>• Little or no psychological knowledge or understanding is evident.</li> <li>• No analysis or evaluation is shown.</li> <li>• Psychological information is very poorly expressed, using little or no appropriate terminology.</li> </ul>

**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 A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Look at Picture A and Picture B in the stimulus above. For <b>each</b> picture, state whether the teacher is using reinforcement or punishment <b>and</b> describe the effect this may have on Anna’s behaviour.</p> <p><i>In picture A – The teacher is reinforcing Anna for good behaviour by praising her, to increase the likelihood that she will behave well in future.</i></p> <p><i>In picture B – The teacher is punishing her for bad behaviour, by telling her off, to reduce the likelihood of her bad behaviour in future.</i></p>	4	
(b)	<p>State whether reinforcement or punishment is more effective in changing people’s behaviour in the long term.</p> <p><i>Reinforcement for good behaviour is, overall, more effective.</i></p>	1	
(c)	<p>In classical conditioning, briefly describe what is meant by a “conditioned response”, <b>and</b> give an example of a conditioned response from the work of Pavlov <b>or</b> Watson.</p> <p><i>A response/behaviour that has been learned through association with a new stimulus (conditioned stimulus [CS]).</i></p> <p><i>Pavlov example: the CR is salivation, where the CS is the sound of a bell, OR</i></p> <p><i>Watson example: the CR is fear, where the CS is a rabbit (or rat).</i></p>	3	
(d)	<p>Describe how a teacher might use Piaget’s theory of cognitive development in the classroom.</p> <p><i>Teacher should know which developmental stage each individual child is at, and what kind of learning they are ‘ready’ for; s/he should provide an environment suitable for activity and ‘discovery learning’, and materials appropriate for their stage of development.</i></p>	4	

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(e)	<p>Our culture influences our gender roles. Discuss how girls and boys learn to behave in ways that are appropriate for their gender, according to social learning theory (SLT). Refer to <i>research evidence</i> in your answer.</p> <p><i>Answer should include a description of SLT processes, ie observational learning, imitation and identification with role models such as parents/teachers/media. Children learn their gender roles from sex-typing by parents/society (research evidence, eg Lloyd et al, 1980), and identification with same-sex parent/role model; examples of research showing gender differences may be given, eg aggression (Bandura). Reinforcement for sex-appropriate behaviours may be used. Some gender differences seem to be at least partly innate, therefore SLT cannot fully explain these.</i></p>	4	4
... in all questions alternative points may be credited as appropriate.		16	4

**Question 2 – Development of the self-concept**

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Describe the following terms:</p> <p>(i) self-image; (ii) self-esteem.</p> <p><i>(i) Self-image is how we describe ourselves (the sort of person we think we are). It is mainly descriptive. It typically includes social roles, personal facts, body-image and personality traits.</i></p> <p><i>(ii) Self-esteem is evaluative. It is based on the extent to which we like or approve of ourselves and how worthwhile we think we are.</i></p>	2 2	
(b)	<p>Give <b>one</b> example of how a child may demonstrate egocentrism.</p> <p><i>4 year old boy may state that his brother does not have a brother. A research example, eg three mountains, or Hughes' 'naughty boy', may be credited.</i></p>	2	
(c)	<p>Briefly describe <b>two</b> types of test that can be used to measure self-concept.</p> <p><i>Q-sorts (Rogers): cards with statements relating to the self are presented to the person. S/he puts cards in order from 'very characteristic of me' to 'not at all characteristic of me' to describe the self-image.</i></p> <p><i>20 Statements test: person is instructed to ask her/himself the question "Who am I?" and answer it 20 times. Answers usually include personality characteristics such as 'I am happy' or 'I am lazy', and roles such as 'I am a student' or 'I am a mother', etc.</i></p>	4	

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Describe <b>and</b> evaluate person-centred therapies, explaining the importance of empathy, positive regard and congruence.</p> <p><i>Person-centred therapies include Rogerian therapy. Non-directive therapy. Empathy is the process of perceiving the world from the client's perspective and understanding what s/he is experiencing. Positive regard means accepting the client for what s/he is without judgement. Congruence (or authenticity) refers to a real human relationship in which therapists honestly express their own feelings. The therapy should create an atmosphere in which clients can explore various choices and paths. May be criticised for treating people in the same way regardless of disorder. Giving positive regard may be harmful as the client could leave therapy with the expectation that anything s/he does will be met with societal approval. May place too much responsibility on the client. Most effective for people who want to change and have the cognitive abilities to gain insight. Research evidence may be credited.</i></p>	6	4
	<b>.....in all questions alternative points may be credited as appropriate</b>	<b>16</b>	<b>4</b>

**Section B**

**Question 1 – Investigating Behaviour**

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Name the research method used by the psychologist in the Research scenario above, and describe the key features of this method.</p> <p><i>Experimental method [1].</i>  <i>Variables are manipulated; IV (+ conditions), DV; other variables are controlled; can be replicated; can show cause + effect; different types – lab/field/natural; description of field experiments (as in scenario).</i></p>	<b>5</b>	
(b)	<p>Psychological researchers normally establish a <i>hypothesis</i> at the start of their investigation.</p> <p>(i) Explain what a hypothesis is in any psychological research.            (ii) Suggest a hypothesis for the study described in the scenario above.</p> <p><i>(i) A prediction of the outcome of research. Predicts that variables will be related in some way, eg one variable will affect the other.</i>  <i>(ii) Smokers who used the new technique to stop smoking will be more likely to succeed in giving up smoking than those who did not use any technique (or similar). A null hypothesis can be credited.</i></p>	<b>3</b> <b>2</b>	
(c)	<p>What might the researcher conclude from the results of this study? *</p> <p><i>That their research hypothesis is supported; smokers who used the new technique to stop smoking are more likely to succeed in giving up smoking, compared to those who do not use any technique.</i></p>		<b>2</b>

\*Adapted from:

Hammond, D., McDonald, P.W., Fong, G.T. & Borland, R. (2004). Do smokers know how to quit? Knowledge and perceived effectiveness of cessation assistance as predictors of cessation behaviour. *Addiction*, in press.

<http://www.blackwellpublishing.com/journals/add/>

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>In order to conduct the research in an ethical manner, how should the researcher safeguard the welfare of participants in this study?</p> <p><i>Ensure that they are not caused physical harm, distress or anxiety, by advising them to consult their GP, providing information on effectiveness of aids to stop smoking, and information on sources of help to stop smoking.</i></p>		2
(e)	<p>The researcher later contacted one of the smokers who had failed to give up, and arranged to conduct a case study of that person. Describe how the researcher might carry out such a study.</p> <p><i>The individual might be interviewed about past and present experiences. Data might also be obtained from health records, and from family members and friends. The participant may be asked to keep a diary of smoking behaviours/attempts to give up. S/he may be offered assistance to stop smoking, and her/his progress recorded. In-depth, detailed data would be obtained.</i></p>	4	
(f)	<p>Name the type of graph/chart shown in the scenario, <b>and</b> name an alternative type of graph/chart that would also be appropriate for showing these results.</p> <p><i>Pie-chart. Barchart.</i></p>	2	
<b>.....in all questions alternative points may be credited as appropriate</b>		<b>16</b>	<b>4</b>

Section C

Question 1 – Personality

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Eysenck proposed a <i>trait</i> approach to personality. Name the <b>three</b> personality dimensions within his approach.</p> <ul style="list-style-type: none"> <li>• <i>Extroversion versus introversion.</i></li> <li>• <i>Neuroticism versus stability.</i></li> <li>• <i>Psychoticism versus normality.</i></li> </ul>	<b>3</b>	
(b)	<p>What is meant by “reliability” in psychometric personality testing, <b>and</b> why is it important?</p> <p><i>Reliability – consistent results over time and different situations. Allows standardisation of tests and therefore generalisation of their results. Provides a ‘fair’, unbiased measure.</i></p>	<b>3</b>	
(c)	<p>Discuss <b>one</b> research study which has investigated personality.</p> <p><i>Likely examples could be:</i></p> <ul style="list-style-type: none"> <li>• <i>Freud (1909) Little Hans</i></li> <li>• <i>Eysenck (1947) 700 Soldiers</i></li> <li>• <i>Kline and Storey (1977) anal-retentive character</i></li> <li>• <i>Pederson, Plomin, McClearn and Friberg (1988) twin study – neuroticism and extraversion</i></li> <li>• <i>Adorno et al (1950) Authoritarian Personality. The chosen study must come from the field of personality.</i></li> </ul>	<b>4</b>	<b>2</b>
(d)	<p>Describe and analyse <b>two</b> or more types of <i>nurture</i> influences that may contribute to the development of the twins’ different personalities, in the Stimulus above.</p> <p><i>Situational factors of the classroom/family/environment, etc could be interpreted differently by each child. They may react differently due to individual experiences. They will have different experiences of learning through consequences of previous behaviour. Parents may “unconsciously” treat them slightly differently. Reference to research evidence can be credited.</i></p>	<b>6</b>	<b>2</b>
<b>... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

## Question 2 – Group processes

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>In psychology, what is meant by the term “group”?</p> <p><i>Two or more individuals, who interact, and have common goals.</i></p>	2	
(b)	<p>Give <b>one</b> reason why group members tend to conform to group norms.</p> <p><i>In order to stay in favour, be accepted by the group or maintain their identity via membership of the group; to avoid disapproval or isolation. May show compliance or internalisation.</i></p>	2	
(c)	<p>Explain what is meant by “groupthink”.</p> <p><i>Janis (1972) identified “groupthink” as a form of over-conformity which happens when groups fail to consider all possible alternative strategies; this could be detrimental to the decision making process.</i></p>	3	
(d)	<p>Discuss the theories of group processes established by both Tuckman <b>and</b> Belbin. Refer to research evidence in your answer.</p> <p><i>Tuckman (1965): theory of group development; five stages (forming, storming, norming, performing, [later - adjourning]). Has been supported by some research evidence, but criticised in that the stages do not always apply – groups are often strongly affected by other factors, eg crisis, changes in group membership and leaders, new types of task etc, so stages are not necessarily smooth or in order; theory does not state how long it takes.</i></p> <p><i>Belbin (1981, 1993): team roles theory (3 or 4 examples of roles*); roles identified using Belbin Self-Perception Inventory; mixture of roles needed in a team; individuals may fulfil more than one role; team members’ characteristics should complement each other. Though popular, theory is criticised as there is little support from research evidence to show it is an effective approach when applied, eg to select a “dream team”; other factors are important, not just team composition; overemphasises individual personality rather than ability to adopt role, etc. Research evidence can be credited.</i></p> <p><i>* Completer finisher, Team worker, Plant, Implementor, Shaper, Co-ordinator, Resource investigator, Monitor evaluator, Specialist.</i></p>	6	4

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(e)	<p>How might a sports team manager use Belbin’s theory to improve the team’s performance?</p> <p><i>By ensuring that the team comprises people with a range of different characteristics, who will fulfil a variety of roles, to carry out the different functions/tasks required; eg ‘implementer’ as captain, ‘specialist’ for task needing specific expertise, etc; at least some members should be able to adapt to different roles.</i></p>	3	
<b>... in all questions alternative points may be credited as appropriate.</b>		16	4

**Question 3 – Non-verbal communication**

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Name <b>two</b> universal facial expressions of emotion.</p> <p><i>Two from: joy, sadness, fear, anger, disgust, surprise.</i></p>	2	
(b)	<p>Describe “nature” factors in the development of non-verbal communication.</p> <p><i>Some facial expressions of emotion are universal and therefore probably innate. Blind babies start to smile at about the same age as sighted infants, ie maturational/innate. Facial expressions also found in primates, eg chimps, suggesting signals have evolved, and are therefore basically innate.</i></p>	4	
(c)	<p>Describe how social skills training might be carried out in the workplace.</p> <p><i>Used to help people who may have difficulty maintaining good work relationships with colleagues, managers, clients. Training usually includes role play using simple non-verbal signals such as making eye-contact, smiling, standing closer, making small-talk, confident/relaxed posture. The trainer may act as a role model, and use reinforcement. May also involve sensitivity training or assertiveness techniques. Research evidence can be credited.</i></p>	4	

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Explain what is meant by verbal and non-verbal communication, <b>and</b> discuss gender and cultural differences in NVC, <i>referring to research evidence.</i></p> <p><i>Verbal communication is using spoken language to convey messages. NVC consists of gestures/body posture/fillers/paralanguage and various signals, etc which accompany or replace speech.</i></p> <p><i>Gender differences: these should be discussed, with examples, eg women stand closer than men, women are more tactile eg hugs; women can differentiate more clearly between friendly and sexual touching; women use more questions, and interrupt less. Such differences may contribute to misunderstanding between the sexes, though there are wide variations amongst individuals within each gender; some claim that men suffer through relative reluctance to express emotion. Gender differences suggest both ‘nature’ and ‘nurture’ influences.</i></p> <p><i>Cultural differences: Examples: Italian males kiss each other on the cheek, Scottish males shake hands or pat each other on the back. Greeks raise their head to say no, British shake their heads, etc. High-contact and low-contact cultures. Cultural differences may lead to misunderstandings and tension between individuals. Cultural differences demonstrate ‘nurture’ influences. Research evidence must be provided, eg Ekman (1980), Tanner (1985).</i></p>	6	4
	<b>... in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

**Question 4 – Pro-social behaviour**

Question No C4	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Explain what is meant by the concept of altruism.</p> <p><i>Voluntarily helping someone where there is no gain to the helper. There may in fact be a cost for the helper.</i></p>	2	
(b)	<p>Name <b>two</b> psychological theories of altruism and briefly describe <b>one</b> of them.</p> <p><i>Two named from: evolutionary approach, cost-reward, empathy-altruism. Main features of one of these described.</i></p>	4	
(c)	<p>Briefly explain how modelling <b>and</b> reinforcement can be used to encourage children to be altruistic</p> <p><i>Parents and teachers often model altruistic behaviour. Children learn by example, ie observation and imitation according to Social Learning Theory. They may also use positive reinforcements, eg rewards, praise, etc for sharing their sweets; or negative reinforcement, eg ‘a grounded child’ is allowed to go out again when they have apologised for bad behaviour.</i></p>	4	
(d)	<p>Discuss some of the factors that affect the behaviour of bystanders in an emergency situation, when someone is injured or ill, in a public place. Refer to <i>research evidence</i> in your answer.</p> <p><i>Factors may include: Bystander effect/apathy; diffusion of responsibility; victim characteristics (drunk appearance, sex, disability); cultural differences, etc. Research evidence such as Piliavin et al (1969), Latane and Darley (1968), etc must be provided.</i></p>	6	4
<b>... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

**Question 5 – Social perception**

Question No C5	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Give a definition of “social cognition”.</p> <p><i>Process of perceiving and interpreting people, their personality and behaviours; forming impressions and making judgments about people.</i></p>	2	
(b)	<p>Describe how primacy <b>and</b> recency effects can influence interpersonal perception.</p> <p><i>Primacy – the earliest/first information we receive may bias the impression we form of a person, “first impressions last”.</i></p> <p><i>Recency – the latest/last information we receive may bias our impression of the person.</i></p> <p><i>In both cases, other information about the person may be ignored. These first impressions can be hard to change. Research evidence can be credited.</i></p>	4	
(c)	<p>Describe what is meant by “implicit personality theory”, including its effects on interpersonal perception.</p> <p><i>We all hold our own ‘theories’ about what characteristics/traits seem to ‘go together’ in people we meet; if they are friendly, we tend to think they are also generous. A ‘short cut’ to forming an impression of someone. These assumptions/beliefs about other people’s personalities may be inaccurate, often based on very little information, and may affect how we interact with them.</i></p>	4	
(d)	<p>With reference to <i>research evidence</i>, discuss attribution processes. In your answer, you should consider different types of attribution, as well as sources of attributional bias or error.</p> <p><i>Nature of attribution should be explained/defined; refers to both other people’s and own behaviour; situational/external and dispositional/internal attribution should be described.</i></p> <p><i>Two or more types of error/bias, from fundamental attribution error, self-serving bias, seriousness of consequences, hedonic relevance, differences in attributional style, etc.</i></p> <p><i>Examples from everyday life may be credited. Research evidence can be credited, eg Jones &amp; Harris (1967), Abramson et al (1978), Walster (1966).</i></p>	6	4
... in all questions alternative points may be credited as appropriate.		16	4

[END OF MARKING INSTRUCTIONS]