



**2007 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**

<b>Assessment objective</b>	<b>Generic requirements</b>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed psychological knowledge is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate psychological terminology and formal style.</li> </ul>
Analysis and evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence etc is shown, and/or</li> <li>• Evaluation is balanced and informed.</li> </ul>

**Generic Marking Information for 20-mark questions.**

<b>Mark Band</b>	<b>Generic Requirements</b>
18-20 (A1)	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed psychological knowledge is demonstrated; there is evidence of thorough understanding.</li> <li>• Response is coherent and logically structured; appropriate examples are provided and points expanded.</li> <li>• Integration of knowledge from other relevant areas is shown.</li> <li>• Analysis of concepts, processes, evidence, etc is thorough, and evaluation is balanced and informed.</li> <li>• Information is communicated effectively using extensive and accurate psychological terminology and formal style, following the conventions of the discipline.</li> <li>• Sentence construction and punctuation are good.</li> </ul>
14-17 (A2)	<ul style="list-style-type: none"> <li>• Knowledge of the topic is accurate, relevant and detailed in the main; material shows clear understanding.</li> <li>• The information is presented in a coherent manner, with use of examples and some expansion of points.</li> <li>• Integration of points from other relevant areas is shown, though may be slightly limited.</li> <li>• The answer is evaluative/analytical, although the balance of evidence may show minor weaknesses.</li> <li>• Information is communicated effectively using accurate psychological terminology and appropriate style, following the conventions of the discipline.</li> <li>• Sentence construction and punctuation should be good.</li> </ul>

<p>12-13 (B)</p>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant; it may be slightly lacking in detail, but there is evidence of understanding.</li> <li>• Information is presented in a coherent manner, with some use of examples; expansion of points may be limited.</li> <li>• Integration of knowledge from other areas is shown, but is limited.</li> <li>• Attempts at evaluation/analysis are evident, although a balance of evidence is not always achieved.</li> <li>• Information is communicated effectively using appropriate terminology, and style mainly follows the conventions of the discipline.</li> <li>• Sentence construction and punctuation are reasonable, though a few errors may be evident.</li> </ul>
<p>10-11 (C)</p>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies or misconceptions.</li> <li>• Information is presented in a reasonably coherent manner, though use of examples and expansion of points are limited.</li> <li>• Some weaknesses are evident in analysis/evaluation.</li> <li>• Information is communicated reasonably effectively; however, terminology and/or style may lack clarity.</li> <li>• Sentence construction and punctuation are adequate, but a number of errors may be evident.</li> </ul>
<p>9 (D)</p>	<ul style="list-style-type: none"> <li>• Knowledge lacks detail and/or shows errors or omissions.</li> <li>• Information is lacking in coherence, limited or irrelevant examples may be provided and points are not expanded or may demonstrate severe limitations.</li> <li>• Major weaknesses may be evident in analysis/evaluation or none attempted.</li> <li>• Effectiveness of communication of psychological information is limited, terminology is lacking and/or style is inappropriate.</li> <li>• Sentence construction and punctuation are weak.</li> </ul>
<p>0-8 (NA)</p>	<ul style="list-style-type: none"> <li>• Little or no psychological knowledge is evident.</li> <li>• No analysis or evaluation is shown, and any evidence provided is irrelevant or anecdotal.</li> <li>• Communication of psychological information is ineffective.</li> <li>• Sentence construction and punctuation show major flaws.</li> </ul>

**Specific Marking Instructions**  
**Section A – Understanding the Individual**

A1 Early Socialisation	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
(a)	Name the <b>three</b> types of attachment that Ainsworth studied.  <i>Types: securely attached; insecurely attached – avoidant; insecurely attached – resistant.</i>	3	0
(b)	What is meant by “cupboard love” theories of attachment and how do these differ from Bowlby’s view of attachment?  <i>“Cupboard love” theories are those that assume attachment grows as a result of the feeding process – the answer should refer to Psychoanalytic and Behaviourist explanations. Bowlby’s view should be given as one of ‘instinct’ for attachment and bonding. Evaluative comments should be credited.</i>	3	4
(c)	Evaluate <b>one</b> research study that shows children can recover from deprivation or neglect.  <i>Brief description of research study to ground evaluative points. Balance in evaluation. Studies such as institutionalised children, eg Tizard, Rees &amp; Hodges, severely deprived children, eg Koluchova, etc.</i>	2	4
(d)	Briefly describe <b>two</b> child-rearing styles.  <i>Two from authoritarian, permissive, democratic/authoritative, uninvolved/laissez-faire. Other styles should be credited as appropriate.</i>	4	0
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

A2 Memory	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
	<p>Describe and evaluate both the “Multi-store Model” of memory and the “Working Memory Model” of memory, referring to research in your answer.</p> <ul style="list-style-type: none"> <li>• <i>Description of each model, eg sensory, STM, LTM, rehearsal (Multi-store Model).</i></li> <li>• <i>Central executive, articulatory loop, visuo-spatial scratch pad (Working memory Model).</i></li> <li>• <i>A maximum of 8 marks can be allocated to K&amp;U if no research is described.</i></li> <li>• <i>Brief description of research related to each model, eg Peterson &amp; Peterson, Baddeley &amp; Hitch (1976).</i></li> <li>• <i>Strengths and weaknesses of each model.</i></li> <li>• <i>To achieve full marks, candidates must address both models. Answers should be balanced in terms of description and evaluation for each model.</i></li> </ul>	<p>8</p> <p>4</p>	<p>8</p>
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

**Specific Marking Instructions**  
**Section B – Investigating Behaviour**

B Investigating Behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
(a)	<p>The research conducted with Neil was a case study. What are the key features of the case study method of research?</p> <p><i>Detailed study of an individual/small group of individuals. Non-experimental, often longitudinal. May include records (eg health, education), interviews, diaries, psychometric tests, observation. Participants often have a particular characteristic, experience, disorder.</i></p>	4	0
(b)	<p>Explain how researcher bias might affect the case study of Neil.</p> <p><i>Researcher may develop close relationship with participant; possible loss of objectivity, biased interpretation of data.</i></p>	0	2
(c)	<p>Give <b>one</b> further weakness of the case study method.</p> <p><i>Findings cannot be generalised to the population. Data often retrospective and/or self-report, therefore possibly incomplete, distorted.</i></p>	0	2
(d)	<p>The research described in the scenario adopted a multi-method approach. Describe <b>one</b> strength of a multi-method approach, in any psychological research.</p> <p><i>Avoids weaknesses of any single method; different forms of data are collected and can be compared; improved validity and reliability.</i></p>	0	2
(e)	<p>Explain <b>one</b> ethical issue that the researcher should take into account in her study of Neil.</p> <p><i>One from: full information should be given to the participant and consent obtained; he should be informed of his right to withdraw and the confidential nature of the study. Neil is already suffering a disorder, therefore the need to protect him from additional stress/distress is heightened. Though the research may benefit others in future, it is not 'treatment' and will not benefit Neil himself.</i></p>	0	2

B Investigating Behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
(f)	<p>From the scenario above, identify:</p> <p>(i) <b>one</b> example of qualitative data;  (ii) <b>one</b> example of quantitative data.</p> <p>(i) <i>one from: Interview data, diary data.</i>  (ii) <i>one from: IQ scores, brain weight, amount of fluid in brain.</i></p>	2	0
(g)	<p>What is meant by qualitative data, in psychological research?</p> <p><i>Non-numerical data, often descriptions in words, of people’s experiences, beliefs, attitudes, etc. Obtained from observation, interviews and questionnaires (open-ended items), diaries. Data must be interpreted, eg categorised but not amenable to statistical analysis.</i></p>	2	0
(h)	<p>In the second study, the researcher analysed the brain scan data.</p> <p>(i) Name <b>one</b> measure of central tendency and discuss how she would calculate this.  (ii) Name <b>one</b> measure of dispersion and describe how she would calculate this.</p> <p>(i) <i>One from:</i>  <i>Mean, median or mode</i>  <i>Mean: average score, add all scores and divide by <math>N</math></i>  <i>Median: middle score</i>  <i>Mode: most frequently occurring score.</i></p> <p>(ii) <i>One from:</i>  <i>Range: highest minus lowest score.</i>  <i>Standard deviation: apply formula, insert values (aware that this is not in the content but centres seem to use it quite often)</i></p>	2 2	0 0
<b>Alternative points may be credited as appropriate.</b>		<b>12</b>	<b>8</b>

**Specific Marking Instructions**  
**Section C – The Individual in the Social Context – Social Psychology**

C1 Prejudice	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
	<p>Describe and evaluate <b>two</b> theories of the origins of prejudice, with reference to research evidence.</p> <ul style="list-style-type: none"> <li>• <i>Definition of the concept of prejudice.</i></li> <li>• <i>Mention should be made of cognitive, affective and behavioural components of prejudice.</i></li> <li>• <i>Any two theories may be described and evaluated, eg social identity theory, authoritarian personality, realistic conflict theory.</i></li> <li>• <i>Mention of scales, eg F scale.</i></li> <li>• <i>Research evidence, eg Tajfel, Adorno, Sherif should be included for each chosen theory.</i></li> <li>• <i>Evaluation – strengths, weaknesses of theories and research evidence.</i></li> <li>• <i>Answer should be balanced between the two theories.</i></li> <li>• <i>Answer should be supported by appropriate research.</i></li> <li>• <i>A maximum of 8 marks can be awarded to K&amp;U if no research is described.</i></li> </ul>	12	8
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

C2 Social relationships	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
	<p>Describe and evaluate <b>two</b> theories of relationships, with reference to research evidence.</p> <ul style="list-style-type: none"> <li>• <i>Description of two theories, eg economic theories, learning theory, cognitive theory, evolutionary theory.</i></li> <li>• <i>Relevant research should be included, eg Walster, Darwin, Buss for each chosen theory.</i></li> <li>• <i>Evaluation of the chosen theories – strengths, weaknesses and research evidence.</i></li> <li>• <i>Answers should be balanced across both theories.</i></li> <li>• <i>Answers should be supported by appropriate research.</i></li> <li>• <i>A maximum of 8 marks can be awarded for K&amp;U if no research is described.</i></li> </ul>	12	8
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

C3 Conformity and obedience	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
	<p>Describe and evaluate <b>at least two</b> strategies for resisting social pressure/coercion, with reference to research evidence.</p> <ul style="list-style-type: none"> <li>• <i>Definition of social pressure and coercion.</i></li> <li>• <i>Description of <b>at least two</b> strategies for resisting social pressure/coercion, eg responsibility for own actions, disobedient models, moral reasoning, etc.</i></li> <li>• <i>Factors affecting ‘blind obedience’, eg dissenters, presence of authority figure.</i></li> <li>• <i>Relevant research should be used, eg Gamson, Milgram, Asch.</i></li> <li>• <i>Relevant examples may be used, eg Tiananmen Square, refusal to pay poll/council tax.</i></li> <li>• <i>A maximum of 8 marks can be awarded for K&amp;U if no research is described.</i></li> </ul>	12	8
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

C4 Anti-social behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
	<p>Describe and evaluate research evidence on the effects of media violence.</p> <ul style="list-style-type: none"> <li>• <i>What is violence/what constitutes the media?</i></li> <li>• <i>Examples of violence in the media.</i></li> <li>• <i>Negative effects and positive effects may be discussed.</i></li> <li>• <i>Reference to relevant theories, eg Social learning theory, catharsis.</i></li> <li>• <i>Mediating factors, eg desensitisation, parental involvement in children's viewing.</i></li> <li>• <i>Evaluation of the effects based on research evidence, eg Cumberbatch/Bandura/Eron or cultural differences.</i></li> <li>• <i>A maximum of 8 marks can be awarded for K&amp;U if no research is described.</i></li> </ul>	12	8
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

**Specific Marking Instructions**  
**Section C – The Individual in the Social Context – Psychology of Individual Differences**  
**Candidates must answer ONE question from C5, C6 or C7**

C5 Atypical behaviour – definitions and origins	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
(a)	<p>Explain and evaluate <b>one</b> definition of atypical behaviour.</p> <p><i>Difficulty in defining atypical behaviour, eg a behaviour that departs from the norm or is harmful in some way; statistical norm, failure to function, deviation from ideal mental health.</i></p> <p><i>Evaluation should include positive/negative comments.</i></p>	2	2
(b)	<p>Explain the Behaviourist approach to the origin of phobias.</p> <p><i>Explanation will focus on learning. Classical <b>and</b> operant conditioning should be mentioned for full marks. Social Learning Theory may also be accepted.</i></p> <p><i>Main concept of these three approaches may be compared, and/or learning theory may be compared with a different approach, eg psychoanalytic, evolutionary.</i></p>	6	2
(c)	<p>Describe the Diagnostic and Statistical Manual (DSM) and assess its reliability and validity.</p> <p><i>Explanation of reliability and validity may be accredited.</i></p> <p><i>DSM is a classification of the description of symptoms of mental disorders. It uses a multi-axial system which categorises/groups disorders according to common features.</i></p> <p><i>Evaluation should focus around reliability and validity of using DSM to diagnose mental health disorders, eg biases – cultural, gender. Research evidence may be used to support evaluation, eg Rosenthal. Regular tensions occur indicating non factual nature of DSM.</i></p>	4	4
<b>Alternative points may be credited as appropriate.</b>		<b>12</b>	<b>8</b>

C6 Atypical behaviour – therapies	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
(a)	<p>Historically, how have mental health problems been explained?</p> <p><i>Supernatural/mystical, scientific or humanistic explanations are acceptable – reference to specific pioneers and/or treatments could be made, eg Pinel, York Retreat or trephining. (Not modern Humanistic Therapy)</i></p>	4	0
(b)	<p>Explain and evaluate the Humanistic Approach to therapy.</p> <p><i>Therapy focuses around assisting the client to gain greater insight, accuracy and acceptance of themselves. Client centred therapy/research should be mentioned (Rogers). The four ‘core’ conditions may be referred to. Maslow may be accredited as appropriate. Evaluation should consider the effectiveness of treatment, eg negative – self-blame, positive – less relapse than with other models.</i></p>	4	4
(c)	<p>Explain and evaluate how the medical model might treat a client with schizophrenia.</p> <p><i>Medical model – uses mainly drug therapy, eg anti-psychotic drugs, the use of psychosurgery is rare, ECT is not used to treat people with schizophrenia. Evaluation – eg drugs have negative side-effects, eg extra-pyramidal symptoms, illusion of well-being, compliance of treatment; ethical problems of surgery. Positive effects – eg symptoms reduced, integration into society improved, less institutionalisation.</i></p>	4	4
<b>Alternative points may be credited as appropriate.</b>		<b>12</b>	<b>8</b>

C7 Intelligence	Question and Specific Content Requirements	Approx Marks weightings: 60% K&U – 40% A&E	
(a)	<p>Define Intelligence and IQ.</p> <p><i>Intelligence is difficult to define but is often linked with the ability to adapt and function effectively within an environment.</i></p> <p><i>IQ – Intelligence Quotient is a way of comparing mental age with chronological age. In adults the figure is norm referenced.</i></p>	4	0
(b)	<p>Explain and evaluate <b>one</b> Factor Theory of intelligence.</p> <p><i>One from: Spearman, Thurstone, Factor Theory uses statistical techniques, eg Vernon.</i></p> <p><i>Intelligence is seen as comprising a set of abilities (or factors).</i></p> <p><i>Evaluation – more concerned with measuring intelligence than explaining it, implies intelligence inherited. Variations between theorists is apparent.</i></p>	6	2
(c)	<p>Assess the effect that cultural bias may have on the validity and reliability of IQ tests.</p> <p><i>Definition of validity and reliability, and cultured bias.</i></p> <p><i>Most IQ tests are written from an ethnocentric viewpoint; therefore they exclude or fail to account for alternative perspectives, eg gender and cultural norms. Validity and reliability of IQ tests is therefore reduced/questioned.</i></p> <p><i>Reference may be made to research, eg Gould/Yerkes.</i></p>	2	6
<b>Alternative points may be credited as appropriate.</b>		<b>12</b>	<b>8</b>

[END OF MARKING INSTRUCTIONS]