



2007 Psychology

Intermediate 1

Finalised Marking Instructions

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2007 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
14-16 (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.
12-13 (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.
10-11 (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.

Reminder: For each question, answers will be marked according to **both** the **generic requirements** and the **specific content requirements**.

Specific Content Requirements

Section A – Understanding the Individual

Question A1 – Motivation

Question No A1	Question and Specific Content Requirement	Marks
(a)	<i>What do psychologists mean by Motivation?</i> An internal state that drives a person to behave in a particular way.	2
(b)	<i>What does “nAch” stand for?</i> Need for achievement	1
(c)	<i>When a person is hungry, the s _____ contracts and the g _____ level in the body drops.</i> Stomach and glucose.	2
(d)	<i>Explain what is meant by the term “self efficacy”.</i> Sense of personal competence, involves perseverance, affects amount of effort and varies between individuals. Affected by experience and learning	4

Question No A1	Question and Specific Content Requirement	Marks
(e)	<p>Name three levels from Maslow's <i>Hierarchy of Needs</i>.</p> <p>Any 3 from the following:</p> <ul style="list-style-type: none"> • physiological needs, eg food, water, sex • safety needs • social interactions • esteem needs • self actualisation... the full potential of the individual. 	3
(f)	<p>Describe two strategies that can be used to increase employee motivation at work.</p> <p>Two from:</p> <p>Financial incentives and rewards, goal-setting, bonus systems, stakeholding, increased holidays, etc.</p>	4
.... in all questions alternative points may be credited as appropriate.		16

Question A2 – Cognition and Learning

Question No A2	Question and Specific Content Requirement	Marks
(a)	<p><i>Look at the picture above. Name and describe the process that Skinner used to train the rats to press the lever.</i></p> <p>Skinner reinforced/rewarded the rats each time they pressed the bar. He reinforced/rewarded them by dropping food down a chute into the box. Receiving reinforcement/reward after a behaviour, encouraged the behaviour to be repeated.</p>	6
(b)	<p><i>Using three words from the box above, fill in the blanks in the following sentence.</i></p> <p>In Social Learning Theory, children may imitate the behaviour of a model, particularly if other people reinforce them for that behaviour.</p>	3
(c)	<p><i>Describe one research study that has been carried out in the area of cognition and learning.</i></p> <p>Typical studies could be:</p> <ul style="list-style-type: none"> • Bandura, Ross & Ross (1961) • Bandura & McDonald (1963) 	4
(d)	<p><i>Name one theorist who studied cognitive development in children.</i></p> <p>One from:</p> <ul style="list-style-type: none"> • Piaget • Vygotsky • Donaldson 	1
(e)	<p><i>In the boxes below write the two features that apply to discovery learning.</i></p> <ol style="list-style-type: none"> 1. maturational readiness 2. exploration. 	2
.... in all questions alternative points may be credited as appropriate.		16

Section B – Investigating Behaviour

Question B1

Question No B1	Question and Specific Content Requirement	Marks
(a)	<p><i>The method in this study is a field experiment. Describe two features of the experimental method of research.</i></p> <p>Two from:</p> <ul style="list-style-type: none"> • Most controlled method available. • Cause and effect established. • I.V. – Manipulated into 2 or more conditions. • D.V. – Measured. 	4
(b)	<p><i>What type of sampling is described in the scenario above?</i></p> <p>Opportunity</p>	1
(c)	<p><i>In this study the teacher has considered the ethical principle of consent and made sure that everyone has given their consent. Some more ethical principles are shown below. Match up each principle on the left with the correct description on the right, by drawing a line between them.</i></p> <ul style="list-style-type: none"> • Welfare of the participants = Participants must be kept free from stress and harm. • Deception = Participants must never be given misleading information about the study. • Confidentiality = A person’s identity must not be revealed. 	3
(d)	<p><i>In this study background music is the _____ variable and the number of correct answers is the _____ variable.</i></p> <p>(I.V.) Independent – is the music. (D.V.) Dependent – is the number of correct answers.</p>	2

Question No B1	Question and Specific Content Requirement	Marks
(e)	<p><i>From the graph, state the results of this experiment.</i></p> <p>Group A scored 90 points and Group B scored 105 points. Music appears to have improved the students memory.</p>	2
(f)	<p><i>The teacher could have used another method of research, such as a case study. Describe two features of the case study method of research.</i></p> <p>Two from:</p> <ul style="list-style-type: none"> • In depth history of a single person/group is formed. • Different methods can be used, eg interview, observation, experiment, etc. • Different people/sources are used to gather the information. • Carried out over a long period of time. 	4
.... in all questions alternative points may be credited as appropriate.		16

Section C: The Individual in the Social Context

Question C1 – Personality

Question No C1	Question and Specific Content Requirement	Marks																
(a)	<p><i>In the table below, identify four traits from Eysenck's theory of personality.</i></p> <table data-bbox="392 430 638 702"> <tr><td>Introvert</td><td>Yes</td></tr> <tr><td>Nurture</td><td>No</td></tr> <tr><td>Anal</td><td>No</td></tr> <tr><td>Neuroticism</td><td>Yes</td></tr> <tr><td>Extrovert</td><td>Yes</td></tr> <tr><td>Oral</td><td>No</td></tr> <tr><td>Stability</td><td>Yes</td></tr> <tr><td>Dimension</td><td>No</td></tr> </table>	Introvert	Yes	Nurture	No	Anal	No	Neuroticism	Yes	Extrovert	Yes	Oral	No	Stability	Yes	Dimension	No	4
Introvert	Yes																	
Nurture	No																	
Anal	No																	
Neuroticism	Yes																	
Extrovert	Yes																	
Oral	No																	
Stability	Yes																	
Dimension	No																	
(b)	<p><i>What is meant by “nurture” influences on personality?</i></p> <p>“Nurture” influences our personality in the form of experiences and learning in our environment rather than genetic and other biological influences. Behaviour and attitudes of role models may be adopted; also, behaviour and characteristics that are rewarded/reinforced may become part of our personality.</p>	2																
(c)	<p><i>Complete these sentences using words from the box below.</i></p> <p><i>Psychometric personality tests are used in the workplace for the _____ and _____ of new employees.</i></p> <p>Recruitment, selection.</p> <p><i>These tests must have _____ and _____.</i></p> <p>Reliability, validity.</p>	2 2																

<p>(d)</p>	<p><i>Describe Freud's psychoanalytic theory of personality. You should describe some research evidence in your answer.</i></p> <p>Id, ego and superego are the structures of personality; descriptions of these should include reference to conscious/unconscious mind, development during psychosexual stages (though details of stages are not required), conflict, maintenance of balance by ego. Possible evidence: Little Hans (1909) or a contemporary study (eg Levinger and Clark, 1961).</p>	<p>6</p>
<p>.... in all questions alternative points may be credited as appropriate.</p>		<p>16</p>

Question C2 – Group Processes

Question No C2	Question and Specific Content Requirement	Marks
(a)	<p><i>What is meant by a “group” in psychology?</i></p> <p>Collection of two or more individuals, who interact, and who have a common goal/interest.</p>	2
(b)	<p><i>State one characteristic of a formal group.</i></p> <p>One from: organised by management; brought together for a specific purpose/project; structured; task-oriented.</p>	1
(c)	<p><i>Describe a research study that has investigated group processes. In your answer, you should include researcher name(s), what was studied, procedure and results.</i></p> <p>Likely choices: Belbin (1981), Tuckman (1965), Asch (1951, etc), Stoner (1961), Janis (1972)</p>	4
(d)	<p><i>In the boxes below, write the five features which apply to Belbin’s team roles.</i></p> <p>Completer finisher; plant; co-ordinator; team worker; shaper.</p>	5
(e)	<p><i>Name and briefly describe two of Tuckman’s five stages of group development.</i></p> <p>Brief details of any two from: forming, norming, storming, performing, adjourning (or re-forming). Research evidence can be credited.</p>	4
	<p>.... in all questions alternative points may be credited as appropriate.</p>	16

Question C3 – Non-verbal communication (NVC)

Question No C3	Question and Specific Content Requirement	Marks
(a)	<p><i>What is meant by “paralanguage”?</i></p> <p>Sounds or features of the voice, other than words, eg tone, volume, speed, hesitation, groan, sigh, grunt, etc.</p>	2
(b)	<p><i>Describe a research study that has investigated non-verbal communication (NVC). In your answer you should include researcher name(s), what was studied, procedure and results.</i></p> <p>Likely choices: Jourard (1966), Eibl-Eibesfeldt (1970/1972), Ekman and Friesen (1971), Kendon (1967), Felipe and Sommer (1966).</p>	4
(c)	<p><i>In this table, some of the features apply to verbal communication, and some apply to non-verbal communication.</i></p> <p><i>In the boxes below, write the numbers of the three features that apply to non-verbal communication.</i></p> <p>2 4 5</p>	3

Question No C3	Question and Specific Content Requirement	Marks
(d)	<p><i>There are gender differences in non-verbal communication in British culture. In the table below, only three statements about gender differences are true; write either TRUE or FALSE in each box.</i></p> <ul style="list-style-type: none"> • Women stand closer when talking than men do. [T] • Men talk about their feelings more than women. [F] • Men interrupt more than women. [T] • Women ask more questions than men do. [T] • Men use more eye-contact than women. [F] • Men are more likely than women to hug as a greeting. [F] 	3
(e)	<p><i>Describe nature and nurture factors in the development of non-verbal communication.</i></p> <p>‘Nature’ factors include evidence of universal facial expressions of emotion (and some gestures/posture), similar facial expressions in very young babies, blind babies develop normal facial expressions, ie probably innate basis of signals; possibly innate tendency to imitate. May refer to these as adaptive.</p> <p>‘Nurture’ factors are shown in the learning of specific signals (eg facial expressions, gestures) through experience in the social environment; gender and cultural differences in NVC, example(s) of these; people can be trained in NVC skills. Research evidence can be credited.</p>	4
.... in all questions alternative points may be credited as appropriate.		16

Question C4 – Pro-social behaviour

Question No C4	Question and Specific Content Requirement	Marks
(a)	<p><i>What is meant by “altruism”?</i></p> <p>A special form of helping behaviour. Refers to behaviours which are unselfish and motivated by another person’s needs, without reward to the helper.</p>	2
(b)	<p><i>Below are statements about altruism. Draw a line from each statement to the matching term on the right.</i></p> <ul style="list-style-type: none"> • We can imagine = Empathy-Altruism • Refers to features of the person = Victim characteristics • The behaviours of animal = Evolutionary approach • Involves reduced likelihood = Diffusion of responsibility 	4
(c)	<p><i>Describe a research study that has investigated pro-social behaviour. In your answer you should include researcher(s) names, what was studied, procedure and results.</i></p> <p>Likely studies: Latane and Darley (1968); Clark and Wood (1972); Milgram (1970); Pilizvin, Rodin and Pilizvin (1969)</p>	4
(d)	<p><i>Describe the “cost-reward analysis” of altruism. Give an example in your answer.</i></p> <p>The theory suggests that when people come across someone in need we become psychologically aroused – this is likely to be personally distressing. We evaluate the consequences of helping – whether one helps or not depends on the outcome of weighing up both the costs and the benefits of helping. The costs of not helping are also assessed, eg disapproval, damaged self-esteem, negative emotional response. The cost of helping a child who has fallen off their bike is low; however, the cost of intervening in a pub brawl may be very high.</p>	4

Question No C4	Question and Specific Content Requirement	Marks
(e)	<p><i>Complete the following sentence using two words from the box:</i></p> <p>According to research, children are likely to be more altruistic in a collectivist Culture. This type of culture stresses the importance of co-operation.</p>	2
	<p>.... in all questions alternative points may be credited as appropriate.</p>	16

Question 5 – Social Perception

Question No C5	Question and Specific Content Requirement	Marks
(a)	<p><i>Describe how racial stereotypes are formed.</i></p> <p>Belief that the characteristics of a group of people are determined by their race and colour. This is then used as a basis for judgement of individuals seen as belonging to that group. These tend to be superficial characteristics which exaggerate the differences between people and the formation is usually caused by others and not based on personal experience, eg media.</p>	4
(b)	<p><i>State one example of a female gender stereotype and one example of a male gender stereotype.</i></p> <p>F = mother, blond bimbo, etc. M = breadwinner, lacks emotion, etc.</p>	2
(c)	<p><i>Identify the correct definitions for primacy effect and recency effect from the four given below. Draw a line from the term on the left to the matching definition on the right.</i></p> <p>Recency effect = D Primacy effect = B</p>	2
(d)	<p><i>Describe one research study from the area of social perception. You should include the researcher name(s), what was studied, procedure and results.</i></p> <p>Likely studies: Katz & Braly (1933), Karlins et al (1969), Asch (1946), Kelley (1950), Jones et al (1968)</p>	4
(e)	<p><i>In the sentence below complete the missing words relating to attribution.</i></p> <p>A person with depression who has a dispositional attribution style may blame internal factors for their condition. A person with a situational attribution style may blame external factors for their condition.</p>	2

Question No C5	Question and Specific Content Requirement	Marks								
(f)	<p data-bbox="392 272 1485 304"><i>Identify two sources of error and bias in attribution from the list below. Tick only two boxes.</i></p> <table data-bbox="392 336 871 547"> <tr> <td data-bbox="392 336 804 379">Self-selecting sample</td> <td data-bbox="808 336 871 379"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="392 384 804 427">Fundamental attribution error</td> <td data-bbox="808 384 871 427"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="392 432 804 475">Self-serving bias</td> <td data-bbox="808 432 871 475"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="392 480 804 523">Obsessive Compulsive Disorder</td> <td data-bbox="808 480 871 523"><input type="checkbox"/></td> </tr> </table> <p data-bbox="392 584 999 616">Fundamental attribution error and self-serving bias.</p>	Self-selecting sample	<input type="checkbox"/>	Fundamental attribution error	<input checked="" type="checkbox"/>	Self-serving bias	<input checked="" type="checkbox"/>	Obsessive Compulsive Disorder	<input type="checkbox"/>	2
Self-selecting sample	<input type="checkbox"/>									
Fundamental attribution error	<input checked="" type="checkbox"/>									
Self-serving bias	<input checked="" type="checkbox"/>									
Obsessive Compulsive Disorder	<input type="checkbox"/>									

[END OF MARKING INSTRUCTIONS]