



2007 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 and analysis/evaluation; 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.

Mark Band & Approximate Grade (for a 20 mark question)	Generic Requirements
18-20 (A1)	<ul style="list-style-type: none"> • Accurate, relevant psychological knowledge is demonstrated. • Response is well structured showing clear understanding; appropriate examples are provided. • Integration of knowledge from other relevant areas is appropriate. • Analysis of psychological processes and behaviours is precise and supported by research evidence. • Evaluation of theories, concepts and evidence is accurate. • Psychological ideas are expressed effectively using accurate terminology.
14-17 (A2)	<ul style="list-style-type: none"> • Knowledge of the topic is accurate and relevant in the main. • The response shows clear understanding and some appropriate examples are used. • Some integration of points from other relevant areas is shown, though may be slightly limited. • The answer is analytical and draws on research evidence, but may show minor weaknesses or omissions. • Evaluation is shown but may be limited. • Expression of psychological ideas is effective with good use of psychological terminology.
12-13 (B)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant but may be slightly lacking in detail. • Response shows good understanding although use of examples and research evidence may be limited. • Analysis and evaluation are evident, although limited. • Psychological ideas are expressed effectively in the main, with some use of psychological terminology.
10-11 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies. • There is reasonably clear understanding, although use of examples and research evidence is limited or absent. • Analysis/evaluation is lacking or is inaccurate. • Expression of psychological information is reasonably clear, although use of psychological terminology may be limited.
9 (D)	<ul style="list-style-type: none"> • Knowledge lacks detail and/or contains errors. • There is little evidence of understanding either because of inaccuracies or irrelevant use of examples. • Analysis/evaluation has not been attempted and there is little or no use of research evidence. • Expression of psychological information is unclear, and terminology is lacking.
0-8 (NA)	<ul style="list-style-type: none"> • Little or no psychological knowledge or understanding is evident. • No analysis or evaluation is shown. • Psychological information is very poorly expressed, using little or no appropriate terminology.

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 – Motivation

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What do psychologists mean by motivation?</p> <p><i>An internal state that drives a person to behave in a particular way.</i></p>	2	
(b)	<p>Briefly describe two physiological changes in the body when a person is hungry.</p> <p><i>Two from: Glucose levels drop, low levels of nutrients are detected, stomach contractions, homeostatic mechanisms/hypothalamus are involved.</i></p>	4	
(c)	<p>What is meant by “need for achievement” (nAch)?</p> <p><i>This is a characteristic on which individuals can be rated and differ from each other. Those with high nAch are highly motivated and perform difficult tasks well. Influenced by early childhood experiences.</i></p>	2	
(d)	<p>Describe and evaluate one technique employers may use to motivate people in the workplace.</p> <p><i>Two from: Rewards and incentives – not everyone is motivated by money/these systems are not flexible/may be short term. Allow employees to contribute to goal-setting in workplace – increases self-esteem and does not cost much. Social activities may be used to increase sense of belonging and loyalty.</i></p>	2	2

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(e)	<p>Explain the following concepts from Maslow’s theory, giving an example of each:</p> <p>(i) Deficiency motivation; (ii) Growth motivation.</p> <p><i>Deficiency motivation – unfulfilled needs, lower levels on hierarchy, eg thirst, hunger, needed for survival and lack of these can result in physical or mental distress.</i> <i>Growth motivation – involves the higher levels, eg cognitive, aesthetic, and encourages us to achieve self actualisation. Lack of this can result in frustrated personal growth – maybe psychological problems.</i></p>	<p>3 3</p>	
(f)	<p>Give two limitations of Maslow’s theory of motivation.</p> <p><i>Two from: Unscientific nature of Maslow’s theory. Actualisation is difficult to define. The order in which needs are satisfied often differ from hierarchy.</i></p>		2
... in all questions alternative points may be credited as appropriate.		16	4

Question 2 – Cognition and Learning

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by positive reinforcement?</p> <p><i>Where someone is given a reward/pleasant consequences for their behaviour so they are more likely to repeat this behaviour.</i></p>	2	
(b)	<p>What did Pavlov mean by “learning by association”?</p> <p><i>A stimulus becomes linked to a new response. An Unconditioned Stimulus is linked with a Conditioned Stimulus and a Conditioned Response occurs. Examples may be credited.</i></p>	2	
(c)	<p>Describe a research study that has investigated cognition and learning.</p> <p><i>Likely studies include: Pavlov, Skinner, Watson & Raynor, Piaget, Thorndike.</i></p>	4	
(d)	<p>Explain and evaluate Social Learning Theory, with reference to research evidence.</p> <p><i>People observe and imitate the behaviour of others. They may identify with others. Observational learning takes place. Those who are imitated are the models. People who are most likely to be imitated are those of the same sex and role models, eg parents, teachers, peers. Not the only form of learning; may occur alongside reinforcement. Substantial support from research. Examples of research: Bandura and Ross, Bandura et al. Widely applied in modern society, eg therapy, etc.</i></p>	6	4
(e)	<p>What did Piaget mean by “readiness to learn”?</p> <p><i>At a given age/stage, children will be maturationally ready to complete specific tasks. It is fruitless to expect them to grasp concepts for which they are not cognitively ready.</i></p>	2	
<p>...in all questions alternative points may be credited as appropriate</p>		16	4

Section B

Question 1 – Investigating Behaviour

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ac	
(a)	<p>The method used in the scenario is a field experiment. Name two other types of experiment that can be used in psychology.</p> <p><i>Laboratory and natural</i></p>	2	
(b)	<p>Describe the experimental method of research.</p> <p><i>Manipulate IV – measure DV</i> <i>Cause and effect</i> <i>Replication</i> <i>Good level of control</i></p>	4	
(c)	<p>This research scenario appears to have good “ecological validity”. What is meant by this term?</p> <p><i>Often refers to the naturalistic aspects of research which allows us to generalise the findings to everyday situations.</i></p>	2	
(d)	<p>Identify the sampling method that has been used in this study and give one limitation of this method.</p> <p><i>Opportunity/convenience sampling. Cannot guarantee a representative sample of the population.</i> <i>Volunteers therefore not totally representative.</i></p>	1	2
(e)	<p>Describe two variables that could influence the results of this study, and therefore should be controlled.</p> <p><i>Question should be asked about whether participants listen to music while studying, whether they know/like the artist in question, etc.</i></p>	4	

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(f)	<p>Explain the results of this experiment, according to the graph.</p> <p><i>Group A score 90 points and Group B score 105 points. Music seems to have improved the memory of participants.</i></p>		3
(g)	<p>Identify one ethical consideration that has been taken into account in this study and name one other that should be taken into account.</p> <p><i>Consent; confidentiality (or other ethical principle) and physiological components, eg noise.</i></p>	2	
...in all questions alternative points may be credited as appropriate		15	5

Section C

Question 1 – Personality

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Describe one use of personality testing.</p> <p><i>Often used as a means of recruitment and selection, to predict job performance; may be used alongside other psychometric tests, eg IQ, attitudes etc, and with other selection methods such as interviewing. Example of a test may be given, eg (OPQ, Myers-Briggs). Tests increasingly based on 'big five' personality factors. Applicant's profile is derived from testing, and matched with job requirements.</i></p>	2	
(b)	<p>What is meant by validity in personality testing?</p> <p><i>A personality test is valid if it measures what it claims to measure.</i></p>	2	
(c)	<p>Explain how biological factors may influence personality.</p> <p><i>At least two from: Inherited individual traits, maturational stages, individual differences in brain arousal, nervous system reactivity.</i></p>	6	
(d)	<p>Describe and evaluate one theory of personality, referring to research evidence.</p> <p><i>One from: Eysenck's trait approach; dimensions. Freud's psychoanalytic approach, including personality structures and stages. Evaluation of Eysenck in terms of strong evidence for neuroticism and extraversion; little evidence of claimed physiological basis; neglect of situational factors. Evaluation of Freud in terms of: some evidence for personality structures and psychosexual stages; depends on subjective reports of childhood experiences; other methodological problems; over-emphasis on sexual factors; deterministic.</i></p>	6	4
	<p>... in all questions alternative points may be credited as appropriate.</p>	16	4

Question 2 – Group Processes

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Give two characteristics of a “formal” group.</p> <p><i>Two from: Often in employment context, sport, college, etc; composition and roles are imposed, structured, task-oriented, particular purpose.</i></p>	2	
(b)	<p>Name and describe three of Tuckman’s five stages of group development.</p> <p><i>Three from forming, storming, norming, performing, adjourning (or re-forming).</i></p>	6	
(c)	<p>Discuss one research study into group processes. Your answer should include researcher name(s) and date, aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>Likely studies: Bales and Slater (1955), Feldman (1984), Stoner (1961), Asch (1955), Tuckman (1965), Belbin (1981), Janis (1972).</i></p>	4	2
(d)	<p>Describe and evaluate factors that may affect group decision-making.</p> <p><i>At least two of the following: Conformity processes; risky shift/group polarisation; groupthink. Research evidence may be credited.</i></p>	4	2
... in all questions alternative points may be credited as appropriate.		16	4

Question 3 – Non-Verbal Communication (NVC)

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Explain two differences between verbal and non-verbal communication.</p> <p><i>Two from: NVC is strongly influenced by innate/maturational factors and develops rapidly in first few weeks and months; verbal communication (language) develops later, and has a greater learned component. NVC can convey only very simple messages; language can convey very complex messages. NVC often conveys feelings; language can convey feelings but also reasoning/thoughts. NVC is often unconscious/involuntary; language is conscious/voluntary. NB to explain each difference both 'sides' must be addressed (2 marks each difference).</i></p>	4	
(b)	<p>Give one example of a gender difference in non-verbal communication.</p> <p><i>One from: Women stand closer when talking than men do; women touch each other more during conversations; women are more likely to hug as a greeting or congratulations.</i></p>	2	
(c)	<p>Discuss one research study that has investigated non-verbal communication. Your answer should include researcher name(s) and date, aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>Likely studies: Eibl-Eibesfeldt (1970 or 1972), Felipe & Sommer (1966), Ekman & Friesen (1971).</i></p>	4	2
(d)	<p>Describe and evaluate the use of social skills training and assertiveness training in therapy.</p> <p><i>Assertiveness training is used in therapy for clients with social interaction difficulties. Involves observing performance with a group and giving feedback; then the therapist models assertive behaviour and the client imitates. Reinforcement is that interaction is rewarding. Avoidance behaviour is reduced. Effectiveness is due to increased self-efficacy (Bandura, 1977). Social skills training teaches people to use signals like eye-contact and appropriate facial expressions such as smiling, which help development of relationships. Research evidence can be credited.</i></p>	6	2
... in all questions alternative points may be credited as appropriate.		16	4

Question 4 – Pro-Social Behaviour

Question No C4	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Describe and evaluate the “cost-reward analysis” of altruistic behaviour.</p> <p><i>Refers to the bystander’s cognitive response, which is to weigh up the costs and rewards of helping and not helping. Calculating the costs and rewards enables the bystander to decide whether or not to help and what kind of help to give. This model claims we will help only if we will profit ie rewards outweigh the costs, eg costs (time, money, etc), reward (praise, etc). However, in many emergency situations people do not stop to consider the costs of intervention but act spontaneously. Research evidence can be credited.</i></p>	4	2
(b)	<p>Briefly describe two cultural differences in altruism.</p> <p><i>Collectivist cultures, such as Hindu Indians, emphasise co-operation and altruism, individualist cultures such as the USA emphasise competition, and help is often restricted to relatives. Mexican, Hopi and Israeli kibbutz children are more considerate and kind than American children. Cultures differ in whether they put the needs of individuals first, or needs of the community. Evidence from research can be credited, eg Whiting and Whiting (1975), Eisenberg & Mussen (1989). NB to explain each difference both ‘sides’ must be addressed (2 marks each difference).</i></p>	4	
(c)	<p>Discuss one research study that has investigated pro-social behaviour. Your answer should include researcher name(s), date, aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>Likely examples: Darley and Latane (1968), Piliavin, Rodin & Piliavin (1969).</i></p>	4	2
(d)	<p>Describe two factors that may affect bystander behaviour in an emergency situation.</p> <p><i>Two from: Situational factors: the number of bystanders; the ambiguity of the situation; the location. Victim characteristics: appearance; how deserving he/she is perceived to be; similarity to potential helper. Helper characteristics: gender; personality types. Diffusion of responsibility.</i></p>	4	
... in all questions alternative points may be credited as appropriate.		16	4

Question 5 – Social Perception

Question No C5	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by “interpersonal perception”?</p> <p><i>Process of understanding other people’s temporary states – such as emotions, intentions and desires – and permanent dispositions, such as beliefs, traits, abilities, from their actions; explaining behaviour of others.</i></p>	2	
(b)	<p>Discuss one research study that has investigated social perception. Your answer should include researcher name(s) and date, aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>Likely studies: Luchins (1957), Asch (1946), La Pièrre (1935), Jones & Harris (1967).</i></p>	4	2
(c)	<p>Define “attributional style”, and describe its role in anxiety and depression.</p> <p><i>Attributional style refers to how we assess the causes of behaviour, based on dispositional or situational factors. People with depression tend to attribute their own failures internally and successes externally. They see their problems as internal, permanent and affecting every aspect of their life. Anxiety disorders may arise in relation to irrational negative self-beliefs, eg that they must be totally competent and loved by all; learned helplessness. Research evidence can be credited, eg Seligman (1975), Abramson et al (1978).</i></p>	4	
(d)	<p>Explain the process of stereotyping. Include examples of stereotypes in your answer.</p> <p><i>An individual is perceived and placed into an existing mental category or schema for a certain group. Individual is assumed to share all the same characteristics as everyone else in that group. Stereotyping is the cognitive aspect of prejudice. Gender and racial stereotype examples may be positive or negative. Research evidence may be credited, eg Wegner et al (1976), Katz and Braly (1933), Duncan (1976), Bargh et al (1996), Biernat & Billings (2003).</i></p>	6	2
... in all questions alternative points may be credited as appropriate.		16	4

[END OF MARKING INSTRUCTIONS]