



2008 Psychology

Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2008

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

Generic Marking Information

**Approximate weighting of all questions: Knowledge and understanding – approximately 60% of the mark
Analysis and evaluation – approximately 40% of the mark**

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

Generic Marking Information for 20-mark questions.

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

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

Specific Marking Instructions
Section A – Understanding the Individual

A1 Stress	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe and evaluate Selye’s General Adaptation Syndrome (GAS).</p> <p><i>The three stages should be described – alarm, resistance, exhaustion (2 marks each)</i></p> <p><i>Evaluation marks can be awarded for discussion/evaluation of relevant research eg Cohen et al (1991), Kiecolt-Glaser (1984),</i></p> <p><i>And/or evaluation of the syndrome – strengths – extensively and scientifically based, well controlled, highly influenced, established a link between psychological and physiological.</i></p> <p><i>Weaknesses – use of animals, individual differences in response, different stressors.</i></p> <p><i>It is not necessary to include all of the above the points to be awarded the 4 ae marks.</i></p>	6	4
(b)	<p>Explain the long term effects of stress on physical and mental health. Your answer should refer to relevant research evidence.</p> <p><i>Both physical and mental health effects of stress should be provided for full marks, a maximum of 4 ku marks can be awarded for either physical/mental effects.</i></p> <p><i>Physical eg heart disease, ulcers, cancer, immune deficiency</i> <i>Mental eg diathesis/stress, schizophrenia, depression, anxiety.</i></p> <p><i>Relevant research may include – Friedman and Rosenman (1974), Brady (1958), Riley (1981), Kendler (1985), Rahe et al (1970).</i></p> <p><i>Research evidence does not need to support both physical and psychological effects to gain all 4 ae marks.</i></p>	6	4

A2 Early Socialisation	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe and evaluate Bowlby's theory of attachment. Your answer should refer to relevant research evidence.</p> <p><i>Reference could be made to: Monotropy, instinct, sensitive period, mental health problems related to lack of attachment, internal working model, maternal deprivation hypothesis or any other relevant point.</i></p> <p><i>Evaluation marks can be awarded for discussion/evaluation of any relevant research, eg Harlow's Rhesus Monkeys (1959), Schaffer and Emerson (1964), Bowlby's Juvenile Thieves (1944). Ainsworth study may be accepted, or any evaluation of Bowlby's Theory.</i></p> <p><i>The research can be on formation of attachment or disruption to attachment by separation.</i></p>	6	4
(b)	<p>Describe and briefly evaluate two studies, which show the long-term effects of deprivation/privation. You should use different studies from any referred to in question (a) above.</p> <p><i>Studies referred to in question (a) – above – may be included, provided the student has not used them in their answer to question (a). Other relevant studies include: Robertson and Robertson (1967-63), Curtiss (1973), Hodges & Tizard (1989), Koluchova (1991).</i></p>	6	4

A3 Memory	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe the three stages of memory. Your answer should refer to research evidence relevant to one of the stages.</p> <p><i>The three stages are: encoding, storage and retrieval, each should be described.</i></p> <p><i>(If the candidate provides – sensory, STM, LTM instead, a maximum of 3 ku marks may be given, but all 4 ae could be given if the research is appropriate to their answer.)</i></p> <p><i>Research evidence could include (one in detail or more in less detail): Conrad (1964), Brandimonte (1992), Baddeley (1966). Miller (1956), Brown and Peterson (1959), Jacobs (1887), Bahrick (1975). Glanzer and Cunitz (1966), Sperling (1960), Craik and Tulving (1972).</i></p>	6	4
(b)	<p>Describe and briefly evaluate two theories of forgetting. Your answer should refer to relevant research evidence.</p> <p><i>Any two from: decay, displacement, interference, cue-dependent, repression, motivated forgetting. Theories may be from STM or LTM. Marks split 3/3 or 4/2.</i></p> <p><i>Evaluation marks can be awarded for discussion/evaluation of relevant research: Baddeley and Hitch (1977), Abernethy (1940), Williams (1994), Godden and Baddeley (1975), Waugh and Norman (1965).</i></p>	6	4

Specific Marking Instructions

Section B – Investigating Behaviour

B Investigating Behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Suggest a one-tailed (directional) hypothesis for this study.</p> <p><i>The participants will do better on a memory test when given the incentive of a promise of a toy rather than when being tested without the incentive of a toy.</i></p> <p><i>No marks for a two tailed or null hypothesis.</i></p>	2	0
(b)	<p>What were the two conditions of the independent variable in this study?</p> <p><i>The two conditions of the independent variable in this study were (i) the incentive of obtaining toy as a reward for performance (ii) or not obtaining toy. (No incentive) or told/not told.</i></p> <p><i>1 mark for each</i></p>	2	0
(c)	<p>Explain one possible extraneous variable in this study.</p> <ul style="list-style-type: none"> • <i>One possible extraneous variable could be – eg type of toy, individual differences, eg artistic or not. (Any other valid answer is acceptable.) Only 1 mark should be awarded for general variable such as noise, heat, time of day etc.</i> 	2	0
(d)	<p>Describe one sampling method the researchers could have used in this study.</p> <p><i>The childrens’ names could be randomly taken from the school register by means of computer generated random numbers. Or a description of random sampling. (Any other relevant sampling method is acceptable.)</i></p>	2	0
(e)	<p>Explain how the mean is calculated and evaluate its use as a measure of central tendency.</p> <ul style="list-style-type: none"> • <i>The mean is calculated by adding all the scores together and dividing by the total number of scores (2 marks).</i> <p><i>One from (2 marks):</i></p> <ul style="list-style-type: none"> • <i>It sits exactly in the central position on an interval scale, it is therefore a more “powerful” statistic</i> • <i>It uses all scores in its calculation, unlike other measures of central tendency.</i> • <i>‘Outliers’ can cause the mean to be distorted</i> 	2	2

B Investigating Behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(f)	What ethical issues should researchers consider when dealing with child participants? <ul style="list-style-type: none"> • <i>Two from: informed consent from parent/carer; right to withdraw; debrief; psychological trauma or any other relevant ethical point.</i> 	0	4
(g)	Explain one strength of the experimental method in psychology. <i>One from:</i> <ul style="list-style-type: none"> • <i>control of variables, especially in the lab</i> • <i>allows cause-effect</i> • <i>replicability</i> • <i>generalisability</i> • <i>good ecological validity of field and natural experiments</i> 	0	2
(h)	What is meant by the term ecological validity? <ul style="list-style-type: none"> • <i>Ecological validity is the extent to which the results of the investigation are applicable outside the setting (or similar).</i> 	2	0
<i>Alternative points may be credited as appropriate.</i>		12	8

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

C1 Prejudice	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe the cognitive and affective aspects of prejudice.</p> <p><i>Cognitive aspects involve the way we think about specific events/people – our beliefs or understanding. Beliefs are often stereotyped.</i></p> <p><i>Affective aspects involve feelings, usually negative (though positive prejudice involves positive feelings), eg hostility, fear, anger towards groups who are the targets of prejudice.</i></p>	4	0
(b)	<p>Analyse the harmful effects that stereotyping may have. Refer to research evidence in your answer.</p> <p><i>Two or more from the following:</i></p> <ul style="list-style-type: none"> • <i>Stereotyping gives rise to biases in perception, for example selective perception of situations which confirm the stereotype and ignoring/discounting information that contradicts it.</i> • <i>Stereotypes are therefore very resistant to change, making prejudice reduction difficult.</i> • <i>Stereotyping blinds people to the individuality of those in the target group.</i> • <i>A negative stereotype may be used as ‘justification’ for discrimination.</i> • <i>May give rise to expectations which are self fulfilling.</i> • <i>Labelling.</i> <p><i>A description of stereotyping can gain marks.</i></p> <p><i>Likely evidence: Duncan (1976; racial stereotyping), LaPiere (1934; racial), Goldberg (1968; gender).</i></p>	4	4
(c)	<p>Describe and evaluate one research study which has investigated ways of reducing prejudice.</p> <p><i>Likely studies:</i></p> <p><i>Jane Elliott; Aronson et al (1978); Sherif et al (1961); Weiner and Wright (1973); Deutsch and Collins (1951) eg Jigsaw techniques Aronson et al (1978). A brief description of the study should be given.</i></p> <p><i>Evaluation may include eg Jigsaw techniques - because each person is dependent on another, no one individual can succeed alone, therefore encourages interaction. However the benefits may not extend outwith the classroom.</i></p>	4	4

C2 Social relationships	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe one “economic” theory of relationships.</p> <p><i>Either social exchange or equity theory. Examples of rewards and costs. In exchange theory, a “profit” must be made. In equity theory, benefits must be seen as equally shared.</i></p> <p><i>Credit any ae point with ku.</i></p>	6	0
(b)	<p>Assess the claim that women and men do not benefit equally from relationships.</p> <p><i>Married man’s health may improve because of reduced risky lifestyle factors (eg drinking, smoking). The majority of research is on heterosexual relationships. Credit research as appropriate.</i></p> <p><i>Divorce is sought more often by women than by men. Married men’s health, and single women’s health, are better than married women’s. Men may benefit more because their partner gives emotional support, whereas women often get such support elsewhere, ie from wider social networks.</i></p>	2	4
(c)	<p>Describe and evaluate one theory which explains stages in the development or breakdown of relationships.</p> <p><i>Likely choices of theory: Levinger (1980), Duck (1988), Kerckhoff and Davis (1962). eg Levinger (1980) A, B, C, D, E model could be described. Evaluation may include: descriptive more than explanatory. Lack of evidence for stages. Can be applied to all relationships including couples and friendships. Relationships seen as dynamic.</i></p>	4	4

C3 Conformity and Obedience	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>What do psychologists mean by conformity and obedience?</p> <p><i>Conformity: a form of social influence which results from exposure to the opinions of the majority.</i> <i>Obedience: acting in response to a direct order from an authority figure.</i></p>	4	0
(b)	<p>Consider factors which affect conformity. Your answer should refer to relevant research evidence.</p> <p><i>Individual factors may include: gender, personality, level of education, self-esteem etc.</i> <i>Situational factors may include: size of majority, level of difficulty of a task, perceived status of those in the majority, social support, non-conforming role-model etc. Reference to relevance of normative and informational influence, or minority influence, can gain credit.</i> <i>Likely evidence: Asch (1951, 1955 or 1956); Crutchfield (1954); Adorno et al (1950); Gamson et al (1982).</i></p> <p><i>If description of Asch only: 5 marks maximum may be awarded.</i></p>	6	4
(c)	<p>Describe and evaluate two ethical concerns that have arisen in experimental research into obedience.</p> <p><i>Two from: deception, lack of informed consent, protection of participants, right to withdraw. Ethical criticisms should be explained, and counter-arguments given in terms of claims of no long-term damage, the end justifies the means, impossible to study the topic without deception etc. Likely research includes – Hofling, Zimbardo or Milgram.</i></p> <p><i>(No marks for methodology.)</i></p>	2	4

C4 Anti-social behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe and evaluate the psychoanalytic approach to explaining aggression.</p> <p><i>Aggression is explained in terms of death and survival instincts/Thanatos within the id. Tension builds up and must be released, ie catharsis. Aggression is expressed outwards against others as displacement, or in aggressive sports as sublimation.</i></p> <p><i>Evaluation: there is support from evidence of repression, ie a defence mechanism, found in over-controlled individuals. But, hard to test empirically. Neglects influences of environmental factors. Research evidence may include: Moghaddam (1998, 1993), Hornberger (1959), Green and Quarty (1977), Parke (1977).</i></p>	6	4
(b)	<p>Analyse the effects of environmental cues on aggression.</p> <p><i>At least two environmental cues should be given, eg noise, temperature, crowding, weapons effect, media. Answer may include: Excitation Transfer Theory (Zillman 1979), Frustration/aggression, hypothesis, Dollard (1939). Award as appropriate.</i></p> <p><i>Other factors such as alcohol and social factors may be credited.</i></p>	2	4
(c)	<p>Describe the use of anger-management interventions to control aggression.</p> <p><i>A range of techniques may be used such as environmental control (eg avoiding environments likely to lead to aggression), cognitive techniques (eg challenging perceptions and attributions), role-modelling of alternative non-aggressive responses to problems, desensitisation etc.</i></p>	4	0
<i>Alternative points may be credited as appropriate.</i>		12	8

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% ku – 40% ae	
	<p>Discuss the medical model’s explanation of atypical behaviour. Your answer should refer to research evidence.</p> <ul style="list-style-type: none"> • <i>Generally regarded as the dominant model, a definition of the medical model and/or atypical behaviour may be provided.</i> • <i>Is associated with classification.</i> • <i>Assumes a physical cause for atypical behaviour</i> • <i>Explanation for atypical behaviour include: genes, biochemical imbalance or problems with neuroanatomy.</i> • <i>An example should be provided eg the dopamine hypothesis as an explanation for schizophrenia or the link between neurotransmitters serotonin and noradrenaline with depression.</i> • <i>Treatment is based on the same principles as physical illness, eg drug therapy – however the answer should not focus on treatments (as this is the domain of QC6). A maximum of 4 marks should be awarded for therapies.</i> • <i>May be evaluative.</i> <p><i>An evaluation should be provided – maximum 8 marks.</i></p> <ul style="list-style-type: none"> • <i>Evaluative comments may include: The development of the Medical model led to more humane treatment of people with atypical behaviour.</i> • <i>Chlorpromazine was not only the first pharmacologic agent that relieved many of the symptoms associated with schizophrenia but also represented the first step toward understanding mental illness in terms of receptors and neurotransmitters.</i> • <i>Treats symptoms not underlying causes.</i> • <i>Labels people.</i> • <i>Reductionist in nature.</i> • <i>Has been criticised as a social control model.</i> • <i>Research evidence or alternative theories/approaches may be used as an evaluative tool eg Szasz (1972) eg Behaviourist model suggesting atypical behaviours are learned responses, Cognitive – ‘faulty thinking’. Anti Psychiatry movement.</i> • <i>It remains unclear as to whether physical abnormalities are a cause or effect of atypical behaviour.</i> • <i>Possible evidence McGuffin et al 1996, Iverson 1979, Gottesman 1991, Comer 2003.</i> 	12	8
	<i>Alternative points may be credited as appropriate.</i>	12	8

C6 Atypical behaviour – therapies	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>Discuss therapies which are based on the psychoanalytic approach to atypical behaviour. Your answer should refer to relevant research evidence.</p> <p><i>The psychoanalytic approach is associated with Freud and the psychotherapy derived from the theory.</i></p> <p><i>Optional:</i> <i>Freud explained neurotic problems as a result of conflicts arising during the Oedipal phase of development. The conflicts are repressed because the ego is unable to deal with them at the time. Psychoanalytic therapy therefore aims to create the ‘correct’ conditions to permit the patient to bring the conflicts from the unconscious to the conscious mind and deal with them. Transference should be explained. A maximum of 4 marks should be awarded for the approach.</i></p> <p><i>There are a number of techniques available:</i></p> <p><i>Free Association, dream analysis, play therapy or any contemporary psychotherapeutic method – object relations theory or interpersonal psychoanalysis as examples.</i> <i>A minimum of two therapies should be discussed for full marks. The therapy/ies should be described and evaluated.</i></p> <p><i>Evaluation may include:</i></p> <p><i>Inability to falsify theory and hence treatment, unscientific approach, issues of suggestibility whilst in therapy, subjective in nature, interpretation issues. Is the patient ever ‘cured?’ May only benefit YAVIS patients (Young, attractive, verbal, intelligent and successful – Garfield 1980). Alpha bias.</i> <i>Time to train as a therapist and associated costs (although some shorter courses are available). The research evidence is limited.</i></p> <p><i>Patients do seem to improve whilst in therapy, however they may improve due to talking the problem through and not as claimed by uncovering unconscious conflicts.</i> <i>Has stood the test of time.</i></p>	12	8
	<i>Alternative points may be credited as appropriate.</i>	12	8

C7 Intelligence	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>Discuss any two theories of intelligence. Your answer should refer to relevant research evidence.</p> <p><i>Any two theories of intelligence may be discussed, eg factor theories including – Spearman, Burt, Vernon, Thurston and Guilford; the information processing approach may be used, eg Sternberg’s triarchic model or other relevant theory, eg Gardner (1983) Multiple Intelligences, or psychometric approach.</i></p> <p><i>The chosen theories should be described, eg Spearman two factor model (1904) proposed a general (g) and specific (s) factor. Individual differences are largely due to the g factor, the s factor explains why we are better at some tasks over others. A diagram may be used to support the description.</i></p> <p><i>The information processing approach focuses on how the information is internally represented and the strategies use in everyday life, eg Sternberg’s triarchic theory suggests three aspects to intelligence – analytical, creative and practical.</i></p> <p><i>The answer should be balanced across the two theories, with a maximum of 8 marks being awarded for the description of any one theory and 12 marks maximum for both theories.</i></p> <p><i>The similarities and differences of both theories could be discussed (maximum 8 marks) – whilst Sternberg acknowledges the importance of intelligent people being able to achieve success according to their own definition of success, within their sociocultural context, Spearman suggests our intelligence is largely fixed (g). Successful people according to Sternberg identify and capitalise on their strengths, and identify and correct or compensate for their weaknesses in order to adapt to, shape and select environments. Adaptation to the environment uses a balance of analytical, creative and practical skills. Intelligence is modifiable rather than fixed.</i></p> <p><i>Spearman’s factor analysis testing permits an objective measures of IQ to be undertaken and a comparison of results to be undertaken, providing a ‘norm’ of intelligence. Sternberg’s theory is not subject to IQ testing.</i></p> <p><i>Both theories are validated through extensive research – Spearman through the linear relationship between two variables – Spearman’s Rho. Sternberg (1977, 1985, 1990, 1997, 1999).</i></p> <p><i>Evaluation of Intelligence may be accepted.</i></p>	12	8
	Alternative points may be credited as appropriate.	12	8

[END OF MARKING INSTRUCTIONS]