



**2008 Psychology**

**Intermediate 1**

**Finalised Marking Instructions**

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## 2008 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.

<b>Mark Band &amp; Approximate Grade (for a 16 mark question)</b>	<b>Generic Requirements</b>
<b>14-16 (A1)</b>	<ul style="list-style-type: none"> <li>• Relevant psychological knowledge is demonstrated.</li> <li>• Response shows clear understanding of psychological information, including research evidence.</li> <li>• Knowledge and understanding are accurately applied to given questions/stimulus material.</li> <li>• Integration of knowledge from other relevant areas is demonstrated.</li> </ul>
<b>12-13 (A2)</b>	<ul style="list-style-type: none"> <li>• Relevant psychological knowledge is demonstrated.</li> <li>• Response shows clear understanding, in the main, including some reference to research evidence.</li> <li>• Application of knowledge and understanding to given questions/stimulus material is accurate in the main.</li> <li>• Some integration of points from other relevant areas is evident, though limited.</li> </ul>
<b>10-11 (B)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but may be lacking in detail.</li> <li>• Response shows sound understanding, in the main.</li> <li>• Application of knowledge and understanding to given questions/stimulus material is reasonably sound.</li> </ul>
<b>8-9 (C)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but lacks detail, or shows some omissions.</li> <li>• There is reasonably sound understanding, although there are some inaccuracies.</li> <li>• Application of knowledge and understanding to given questions/stimulus material is evident, though limited.</li> </ul>
<b>7 (D)</b>	<ul style="list-style-type: none"> <li>• Knowledge lacks detail, or contains errors, or is irrelevant.</li> <li>• There is little evidence of understanding, due to many inaccuracies and/or omissions.</li> </ul>
<b>0-6 (NA)</b>	<ul style="list-style-type: none"> <li>• Little or no psychological knowledge or understanding is evident.</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 – Understanding the Individual**

**Question A1 – Development of the self-image**

Question No A1	Question and Specific Content Requirement	Marks
(a)	<p><i>Below is a list of features of self-image. Match each numbered term on the left with its definition on the right. One has been done for you.</i></p> <ul style="list-style-type: none"> <li>• The kind of person we would like to be – ideal self</li> <li>• How we see ourselves – self-concept</li> <li>• The value we put on ourselves as a person – self esteem</li> </ul>	3
(b)	<p><i>Describe how psychologists use the Q-sort technique.</i></p> <p>Give a person a pack of cards. Some cards have a positive statement about “me”, some have negative. Person is asked to sort the statements into categories – always like me, sometimes like me, never like me. Psychologist looks at the number of positive statements in the always like me pile (high self-esteem) and the number in the never like me pile (low esteem). It is used in counselling as the person learns to see more positive features in themselves than they previously had. This would show that their self-esteem had improved. Sometimes used twice, once for self-concept, one for ideal self. It may be done a second time to discover the ideal self.</p>	4
(c)	<p><i>Use words in the box below to complete the sentence that follows.</i></p> <p>Parents, who are <b>warm</b> and supportive, will tend to raise <b>children</b> who have high <b>self-esteem</b>.</p>	3

Question No A1	Question and Specific Content Requirement	Marks
(d)	<p><i>Describe <b>one</b> research study that has investigated self-concept. In your answer, you should include researcher name(s), what was studied, procedure, results.</i></p> <p><i>Your chosen study <u>must</u> come from the field of self-concept.</i></p> <p>Lewis and Brooks-Gunn (1979)  Gallup (1977)  Piaget and Inhelder (1956)  Coopersmith (1967)  Name, aim, procedure and results should be given.</p>	4
(e)	<p><i>Complete the following sentence by writing the correct terms in the spaces provided.</i></p> <p>Erikson called the <b>adolescent</b> stage of development <b>identity</b> versus <b>(role confusion.)</b></p>	2
<b>.... in all questions alternative points may be created as appropriate</b>		<b>16</b>

**Question A2 – Motivation**

Question No A2	Question and Specific Content Requirement	Marks
(a)	<p><i>Identify <b>three</b> basic needs from the first level of Maslow's Hierarchy of Needs.</i></p> <p>Food, water, air</p>	3
(b)	<p><i>Describe Maslow's Hierarchy of Needs.</i></p> <p>List of needs starting from the most basic at the bottom. People are firstly motivated by deficiency needs which include physiological needs, safety needs, social needs and esteem needs. (Examples can be created). Growth motivation drives an individual to self actualise. We work our way up from the bottom only when we have achieved each level in sequence. Some people sacrifice low level needs in search of higher needs. Credit can be given for a diagram.</p>	6
(c)	<p><i>Below is a list of features of motivation.</i></p> <p><i>Match each numbered term on the left with its definition on the right. One has been done for you.</i></p> <ol style="list-style-type: none"> <li>1. Body weight set point – D. Maintaining your weight within certain limits.</li> <li>2. Homeostasis – A. The mechanism that maintains a stable state within our bodies.</li> <li>3. E. Needs which must be fulfilled otherwise the person/animal will die (given).</li> <li>4. Regulation of food intake – B. The control of the type and amount of food eaten.</li> </ol>	3

Question No A2	Question and Specific Content Requirement	Marks
(d)	<p><i>In psychology, one term used to explain motivation is “nAch”.</i></p> <p>(i) <i>Describe what ‘nAch’ means.</i></p> <p>Need for achievement/Achievement motivation theory. Theory proposed by McLelland. We all have different levels of motivation to achieve/success. Might relate to work/sport/school, etc.</p> <p>(ii) <i>Give an example of ‘nAch’ behaviour.</i></p> <p>Seeking challenges, perseverance to attain one’s personal goals. Those with high nAch will be very competitive/ambitious. Not every culture values high needs for achievement.</p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>2</b></p>
	<b>... in all questions alternative points may be credited as appropriate.</b>	<b>16</b>

**Question A3 – Cognition and Learning**

Question No A3	Question and Specific Content Requirement	Marks
(a)	<p><i>Look at the picture above. Name and describe the process that Pavlov used to train the dog.</i></p> <p>Classical conditioning; stimulus – response; association.</p> <p>Explanation of food – salivation, association of the bell, etc</p>	4
(b)	<p><i>State whether the following sentences about cognition and learning are <b>True</b> or <b>False</b>, by writing “<b>T</b>” or “<b>F</b>” in the right-hand column.</i></p> <p>T, T, F, F.</p>	4
(c)	<p><i>Complete the following sentence using words from the box below.</i></p> <p>Stage, Discovery</p>	2
(d)	<p><i>Describe how people learn new behaviours, according to Social Learning Theory (SLT). Give an example from everyday life in your answer.</i></p> <p>The basic assumption of Social Learning Theory (SLT) is that people learn NOT through direct reinforcement, but through the observation and imitation of models. Learning is achieved by observing the behaviour of models. The behaviour is then imitated...the cycle is then complete. Children will learn from Parents, Peers, Teachers, etc they will imitate and identify with the models they come into contact with, eg David Beckham or Kylie Minogue.</p>	6
.... 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>Identify <b>three</b> ways in which the bank robbery affected Duncan according to the results of this study.</p> <p><b>Three</b> from: frequent nightmares; difficulty in mixing with other people; experienced anxiety and low self-esteem.</p>	3
(b)	<p>Name <b>two</b> ethical principles that the psychologist should consider in her case study of Duncan.</p> <p>Information consent; deception; confidentiality; welfare.</p>	2
(c)	<p>In the table below, there are some statements about the case study method. State whether each is <b>True</b> or <b>False</b> by writing “<b>T</b>” or “<b>F</b>” in the right-hand column.</p> <p>1. F 2. F 3. F 4. T</p>	4
(d)	<p>Describe <b>two</b> features of the <b>interview</b> method as used in psychology.</p> <p>Two from structured and unstructured interviews; open and closed questions; produces data about opinions, attitudes.</p>	4
(e)	<p>Draw one line from each numbered term on the left to match its appropriate feature on the right. One has been done for you.</p> <p>1. Laboratory experiment                      B. Shows cause and effect. 2. Questionnaire                                      E. Asks mainly closed questions. 3. Field experiment                                  A. Is conducted in the participants’ natural environment. 4. Case study    D. Can involve a variety of research techniques.</p>	3
<p><b>.... in all questions alternative points may be credited as appropriate.</b></p>		16

**Section C: The Individual in the Social Context**

**Question C1 – Personality**

Question No C1	Question and Specific Content Requirement	Marks
(a)	<p><i>How do <b>biological</b> factors influence personality?</i></p> <p>Genes/nervous system/brain structure affect personality. Inherited characteristics, brain damage due to illness.</p>	3
(b)	<p><i>Name <b>two</b> dimensions that Eysenck used in his trait approach to personality.</i></p> <p>Any two from: Introversion Extraversion Stability Neuroticism Psychotism</p>	2
(c)	<p><i>From the definitions below, tick <b>one</b> box that gives a definition of personality.</i></p> <p>The pattern of individual characteristics that make a person unique.</p>	1
(d)	<p><i>Describe a research study that has investigated personality. In your answer, you should include the researcher name(s), what was studied, the procedure and results. Your chosen study <b>must</b> come from the field of personality.</i></p> <p>Typical studies may include: Adorno (1950) Freud (1909) Eysenck (1947) Forer (1949)</p> <p>Should be described accurately.</p>	4

Question No C1	Question and Specific Content Requirement	Marks
(e)	<p><i>Freud used the concepts of the “id”, “ego” and “superego” to describe personality.</i></p> <p><i>Choose <b>two</b> of these concepts and explain what is meant by them.</i></p> <p>Two from:            Id – present at birth, operates on the pleasure principle, has basic drive to satisfy needs and desires immediately.            Ego – operates on the reality principle and keeps the demands of the id in check. Resolves conflict between id and superego by using defence mechanisms.            Superego – right and wrong, internalised views from parents and society. Operates on the morality principle. Conscience and ideal self.</p>	4
(f)	<p><i>Complete the words in the following sentence. In each case the first letter is already given.</i></p> <p>Personality tests are commonly used in the workplace for recruiting new employees. In each case the 1<sup>st</sup> letter is given. These tests must be <b>Reliable</b> and <b>Valid</b>.</p>	2
<b>.... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>

**Question C2 – Group Processes**

Question No C2	Question and Specific Content Requirement	Marks
(a)	<p><i>Give <b>two</b> characteristics of an informal group.</i></p> <p>Two from: Often involves friends and leisure activities, there are no defined roles, no formal structure.</p>	2
(b)	<p><i>What is meant by “groupthink”?</i></p> <p>Tendency of groups to arrive at a poor decision, because they are too concerned with reaching agreement.</p>	2
(c)	<p><i>Complete the words in the following sentence.</i></p> <p><b>Risky Shift</b> is a situation, where a group makes more extreme decisions than each individual would make on their own.</p>	2
(d)	<p><i>Belbin’s theory identifies team roles. One role is described below. From the list below describe <b>two</b> team roles.</i></p> <p>Co-ordinator – calm, confident, controlled, good at drawing upon skills in the group.            Shaper – Task-oriented leader, dynamic and driven but often impatient and argumentative.            Resource investigator – able to get things done, because they “know people”, are creative, curious, sociable.            Plant – individualistic, serious minded with a strong intellect. Contribute a lot to the team performance.            Ideas person.            Monitor evaluator – unemotional and sober, contributes only when they feel it is necessary, intelligent.            Example: Team worker – people oriented, maintain the moral and cohesiveness of the team.            Completer finisher – orderly, ensure all details are checked and every aspect of a task is finished.            Implementer – practical organiser, puts needs of organisation first, disciplined, tough minded and conscientious, drive the group to achieving their objectives.</p>	4

Question No C2	Question and Specific Content Requirement	Marks
(e)	<p data-bbox="389 272 987 304"><i>Describe Tuckman's theory of group development.</i></p> <p data-bbox="389 341 1615 405">Forming, storming, norming, performing, adjourning, reforming. A short description could be given for all 5 stages or a more detailed description of fewer stages.</p>	6
	<p data-bbox="389 448 1256 475"><b>.... in all questions alternative points may be credited as appropriate.</b></p>	16

**Question C3 – Non-verbal communication (NVC)**

Question No C3	Question and Specific Content Requirement	Marks
(a)	<p><i>What is meant by non-verbal communication (NVC)?</i></p> <p>Communication by means of signals, eg facial expressions, body language, sounds, etc but does not use words.</p>	2
(b)	<p><i>This list shows several types of verbal and non-verbal communication.</i></p> <p><i>In the boxes below, write the numbers of the <b>three</b> items which are types of <b>non-verbal communication (NVC)</b>.</i></p> <p>1, 3, 4.</p>	3
(c)	<p><i>Describe <b>one</b> example of a cultural difference in non-verbal communication (NVC).</i></p> <p>Likely examples: high-contact (eg South America and Arab) and low-contact (eg Scots and Swedes) cultures; in Mediterranean cultures males often kiss, but not usually in Scottish/British culture, etc. Differences in specific signals, eg nodding/shaking head, thumbs-up, etc.</p>	2
(d)	<p><i>Choose <b>three</b> items from the box below to complete the sentence that follows.</i></p> <p>In training sessions at work, Nicola is learning to state her views firmly, without being aggressive: this is called <b>assertiveness</b> training. The trainer uses <b>modelling</b> to teach these skills.</p>	3

Question No C3	Question and Specific Content Requirement	Marks
(e)	<p><i>Describe nature <b>and</b> nurture factors in the development of NVC. Include some research evidence in your answer.</i></p> <p>‘Nature’: some facial expressions are universal and therefore probably innate. Blind babies start to smile about the same age as sighted infants, ie maturational/innate; facial expressions are also found in some primates, ie evolutionary basis, so innate. Human babies learn signals very quickly, due to possible genetics predisposition.</p> <p>‘Nurture’: babies learn facial expressions, etc through imitation/observational learning. Smiling increases due to being rewarded/reinforced with attention/affection. Particular signals vary between cultures, ie learned. Likely research evidence: Eibl-Eibesfeldt (1960), Ekman (1980).</p>	6
	<p><b>.... in all questions alternative points may be credited as appropriate.</b></p>	16

**Question C4 – Pro-social behaviour**

Question No C4	Question and Specific Content Requirement	Marks
(a)	<p><i>Describe what is meant by <b>diffusion of responsibility</b> in an emergency situation.</i></p> <p>In terms of bystander behaviour each bystander’s sense of responsibility for the victim is reduced in proportion to the increase in the number of bystanders.</p>	3
(b)	<p><i>Draw a line from each numbered term on the left to match it with the correct description on the right.</i></p> <p>1. Altruism                      Behaviour that is unselfish, and which benefits others.            2. Empathy                      Imagining ourselves in the other person’s position, “feeling for them.”            3. Victim characteristics      Features of the person in need in an emergency, eg drunk, ill, etc</p>	3
(c)	<p><i>Say whether the following statements are <b>True</b> or <b>False</b> by writing “<b>T</b>” or “<b>F</b>” in the right-hand column.</i></p> <p>T, F, T, T</p>	4
(d)	<p><i>Describe the evolutionary theory <u>and</u> the cost-reward theory of altruistic behaviour. Include some research evidence in your answer.</i></p> <p>Evolutionary/Theory/altruistic acts are explained in terms of reproductive benefits to an individuals genetic relatives, eg saving your child from a burning building.            Evidence, Darwin.</p> <p>Cost reward, this theory can be used to interpret studies of bystander intervention. It states that people may decide to help if there is profit in helping at that point or in the future. The profit is calculated by looking at the rewards minus the cost of helping.            Evidence, Piliavin et al 1969.</p>	6
.... in all questions alternative points may be credited as appropriate.		16

**Question 5 – Social Perception**

Question No C5	Question and Specific Content Requirement	Marks
(a)	<p><i>What is meant by “social perception”?</i></p> <p>Forming impressions of other people’s personalities and reasons for behaviour.</p>	2
(b)	<p>Draw a line from each numbered term on the left to match the definition on the right. <i>One has been done for you.</i></p> <p>1. B 2. A 3. E</p>	3
(c)	<p><i>Name two groups that are often stereotyped.</i></p> <p>Two from: Women Teenagers Scottish people, etc</p>	2
(d)	<p><i>Ethan was not successful in the job interview. He gave the three reasons below to explain his lack of success. Identify which reasons are situational attributions (S) and which are dispositional attributions (D).</i></p> <p>S D S</p>	3

Question No C5	Question and Specific Content Requirement	Marks
(e)	<p><i>Describe implicit personality theory and stereotyping. Include some research evidence in your answer.</i></p> <p>Implicit personality theory: the tendency to assume that someone who has a given personality trait will also have other related traits. Asch (1946). Central and peripheral traits. Stereotyping: categorising people on the basis of some readily available feature such as skin colour or sex. Katz and Braly (1933).</p>	6
	<b>.... in all questions alternative points may be credited as appropriate.</b>	<b>16</b>

[END OF MARKING INSTRUCTIONS]