



**2008 Psychology**

**Intermediate 2**

**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.

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

**Question 1 – Motivation**

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Describe <b>one</b> example of a biological need and <b>one</b> example of a non-biological need.</p> <p><i>Biological needs – hunger, thirst. Hunger – contraction of an empty stomach, thirst – the dryness of the mouth.</i></p> <p><i>Non-biological needs – play, affiliation, nurturance, understanding, need for achievement (brief description of any of these).</i></p>	<b>4</b>	<b>0</b>
(b)	<p>Explain and evaluate Maslow’s Hierarchy of Needs.</p> <p><i>Motivated by not only biological needs but by growth motivation. Bottom of hierarchy biological needs, food, water etc. We progress from the lower level through deficiency motivation. Until each level is achieved needs are not important. Growth motivation accounts for self actualisation which is achieving full potential. Can drop down the hierarchy through social circumstance but work back up again.</i></p> <p><i>Evaluation could include, holistic approach, emphasis on positive needs, sometimes motivated by higher level needs at expense of lower level ones – examples could be credited eg Mountain climbers sacrifice safety in pursuit of esteem of self actualisation.</i></p>	<b>4</b>	<b>4</b>
(c)	<p>Describe what is meant by the term “self-efficacy”. Include an example in your description.</p> <p><i>The belief that we can perform completely in a given skill eg a child will only attempt skateboarding tricks in front of others if they think they can do it well.</i></p> <p><i>Affects the level of perseverance and performance.</i></p>	<b>3</b>	<b>0</b>

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>nAch is a term used within the topic of motivation.</p> <p>(i) Explain what this term means.</p> <p><i>Need for achievement. Can accept achievement motivation. Seeking challenges, perseverance etc Varies between individuals, can be influenced by others.</i></p> <p>(ii) Explain <b>one</b> characteristic of someone who is high in nAch.</p> <p><i>The desire and need to achieve and succeed in something eg exams, sport, work etc Competitive in sporting events, perfectionist in school work, ambitious for promotion at work, or any other example could be described to illustrate high levels of nAch.</i></p>	3	0
	<b>...in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

**Question 2 – Development of the self-concept**

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Describe <b>three</b> components of the self-concept.</p> <p><i>Self Image – who we think we are, eg social roles, physical characteristics</i>  <i>Ideal Self – what we would like to be</i>  <i>Self-esteem – evaluate aspects of self, how we like and value ourselves</i>  <i>Social identification, self- efficacy, categorical self, looking glass self/social feedback</i></p>	6	0
(b)	<p>Describe the Q-sort technique.</p> <p><i>Pack of cards containing statements about “me”. Some positive, some negative. Client sorts cards into piles of “always like me/sometimes like me/never like me”. Cards reveal clients self concept.</i></p>	4	0
(c)	<p>Describe and evaluate factors that can influence the development of self-concept. Refer to <u>research evidence</u> in your answer.</p> <p><i>Factors may be both heredity and learned.</i>  <i>Reaction of others (peers, parents, teachers etc), social comparison, observing our own behaviour.</i>  <i>Maturation – egocentricity, search for identity in adolescence.</i>  <i>Development of self-esteem in childhood.</i>  <i>Possible studies –Lewis and Brooks-Gunn (1979), Coopersmith (1968), Harter (1982).</i></p> <p><i>Maximum 2 ae if <u>no</u> research.</i>  <i>Answers that focus on one particular area in detail can gain full marks eg maturational development.</i></p>	4	4
(d)	<p>What is meant by empathy?</p> <p><i>Being able to identify with the experiences of others.</i></p>	2	0
<b>... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

**Question 2 – Cognition and Learning**

Question No A3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Describe and evaluate operant conditioning theory. Refer to the work of Skinner in your answer.</p> <p><i>Trial and error, behaviour which is reinforced tends to be repeated, behaviour which is not reinforced tends to be extinguished. Role of reinforcement and punishment, negative and positive reinforcement. “Skinner boxes” refer to his research.</i></p> <p><i>Deterministic, reductionist.</i></p> <p><i>Maximum 2 ae if no reference to work of Skinner.</i></p>	4	4
(b)	<p>In Social Learning Theory, explain what is meant by:</p> <p>(i) imitation;</p> <p><i>Learning by observation and imitating role models, parents, peers, teachers etc. Copying the observed behaviours of others.</i></p> <p>(ii) identification.</p> <p><i>Identifying with the models observed from a variety of sources eg real life models, characters in the media. Adopting their values/attitudes/beliefs: trying to be like them, not just copying actions.</i></p>	2	0
(c)	<p>Describe a research study into cognition and learning.</p> <p><i>Pavlov, Skinner, Bandura.</i></p>	4	0

Question No A3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>How might a teacher use Piaget’s theory of cognitive development in the classroom?</p> <p><i>Piaget saw the teacher as being a facilitator to assist in discovery learning not active intervention.</i></p>	4	0
	<b>... in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

**Section B**

**Question 1 – Investigating Behaviour**

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>In this case study, how might the psychologist have collected information from Duncan and his family? You should describe at least <b>two</b> techniques.</p> <p><i>By means of in-depth interviews with Duncan and with members of his family; psychological testing; examining health records; keeping a diary, etc. Two techniques described in full, or three or more in less detail.</i></p> <p><i>Credit any evaluative points as ku. Up to 4 for any one technique.</i></p>	6	0
(b)	<p>Identify <b>three</b> findings from this case study.</p> <p><i>Three from: Nightmares, less sociable/extravert, anxious, low self-esteem.</i></p>	3	0
(c)	<p>Explain <b>one</b> ethical principle that the psychologist should consider in her research with Duncan.</p> <p><i>One from: Informed consent; deception, welfare of participants; confidentiality. Whichever one is given, some detail should be provided.</i></p>	0	2
(d)	<p>Explain <b>one</b> strength of the case study method, as used in psychological research.</p> <p><i>One from: Rich, detailed data; provides holistic picture of an individual's experience; can provide insights into rare/ bizarre experiences; can be used to study experiences/behaviours that cannot be studied by other methods; can lead to further research using a larger sample of participants, etc.</i></p>	0	2

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(e)	<p>Describe the main features of the questionnaire method in psychological research.</p> <p><i>Set of questions; often about attitudes, beliefs, opinions; given to large sample; questions usually mainly closed-ended; can be administered face-to-face, by post, on phone, online; data can be analysed statistically, etc.</i></p>	4	0
(f)	<p>(i) Describe the process of random sampling in psychological research.</p> <p><i>Obtain a complete list of target population; use random numbers (from calculator, computer, from tables) to select the number of participants required. Also acceptable is the definition of random sampling, ie every member of the target population has an equal chance of being selected. If definition is given award 1 mark.</i></p> <p>(ii) Name <b>one</b> other type of sampling.</p> <p><i>Opportunity/convenience sampling (or: quota, stratified, systematic).</i></p>	2	0
	<b>...in all questions alternative points may be credited as appropriate.</b>	<b>16</b>	<b>4</b>

Section C

Question 1 – Personality

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Name Eysenck’s approach to the study of personality.</p> <p><i>Trait theory (accept type)</i></p>	1	0
(b)	<p>Describe the <b>procedure</b> used in <b>one</b> research study which has investigated personality. Give the researcher(s) name(s) in your answer. Your chosen study <b>must</b> come from the field of Personality.</p> <p><i>Studies could include:</i>  <i>Adorno (1950)</i>  <i>Freud (1909)</i>  <i>Eysenck (1947)</i>  <i>Forer (1949)</i>  <i>Procedure should be accurately described.</i></p>	3	0
(c)	<p>Freud used the terms <b>id, ego</b> and <b>superego</b> in relation to personality. Describe what is meant by each of these terms.</p> <p><i>Id – present at birth, operates on the pleasure principle, has basic drive to satisfy needs and desires immediately.</i></p> <p><i>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.</i></p> <p><i>Superego – awareness of right and wrong, internalised views from parents and society. Operates on the morality principle. Conscience and ego ideal.</i></p>	6	0

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Describe and analyse <b>nature</b> influences on personality.</p> <p><i>Personality is determined by the nervous system and genes. Eysenck claims – different levels of cortical arousal required by extraverts and introverts including inherited characteristics. Hormones like testosterone affect levels of aggression which would affect personality. Biological determinism – age/stage theories of maturation.</i></p> <p><i>Analysis could include the lack of acknowledgement of environmental factors, deterministic and mechanistic.</i></p>	6	2
(e)	<p>Give <b>one</b> criticism of the use of personality tests in recruitment and selection.</p> <p><i>There may be gender and cultural biases. People will try to give socially desirable answers. No guarantee characteristics will be shown in real life situations – validity and reliability is hard to achieve in tests; tests should be used in conjunction with other methods.</i></p>	0	2
<b>... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

## Question 2 – Group Processes

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>State <b>two</b> characteristics of an informal group.</p> <p><i>No defined structure of roles. Usually linked to leisure. Spontaneous, not task oriented.</i></p> <p><i>Can accept either: characteristics of informal group only characteristics of both formal and informal group.</i></p>	2	0
(b)	<p>Explain what is meant by “risky shift” in a group.</p> <p><i>The tendency of a group to make riskier decisions than would be made by the individuals if they were acting alone.</i></p>	3	0
(c)	<p>Name <b>two</b> roles from Belbin’s theory of team roles.</p> <p><i>Two from: Co-ordinator, shaper, resource investigator, plant, monitor/evaluator, team worker, finisher, completer, implementer.</i></p>	2	0
(d)	<p>Explain how Belbin’s theory can be applied in the workplace.</p> <p><i>By ensuring that the team comprises people with a range of different characteristics, who will fulfil a variety of roles eg implementer. Members should be able to adapt to different roles. “Plant” may initiate ideas, an implementer may act as manager.</i></p>	3	0

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(e)	<p>Discuss the processes of conformity to group norms <b>and</b> group cohesiveness. Refer to <u>research evidence</u> in your answer.</p> <p><i>Members will go along with the group, their customary ways of behaving, unwritten rules, beliefs etc. Non conforming is punished by disapproval, conformity is rewarded. Acceptance and approval. Sherif (1935) Asch (1951) Cohesiveness of group members depends on loyalty, high level of consensus, lack of conflict, team spirit etc. Factors include size, equal status of members eg Mayo (1924-1932).</i></p>	6	4
<b>... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

**Question 3 – Non-Verbal Communication (NVC)**

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>In non-verbal communication (NVC), explain what is meant by:</p> <p>(i) Proximity;</p> <p><i>Refers to the amount of space an individual maintains between self and other people; “buffer zone”; varies, eg depending on role and culture.</i></p> <p>(ii) Paralanguage.</p> <p><i>Vocalised sounds that are not words, eg grunt, sigh, ‘tut’, ‘hmm’, including speech tone and pitch for full marks.</i></p>	2	0
(b)	<p>Describe cultural differences in NVC.</p> <p><i>Likely examples: high-contact (eg South American and Arab) and low-contact (eg Scot and Swedes) cultures; in Mediterranean cultures males often kiss, but not usually in Scottish/British culture, etc.</i></p> <p><i>Likely evidence: Ekman (1980), Hall (1959, 1966), Graves (1966).</i></p> <p><i>Also creditworthy: explanation of cultural differences in NVC arising from differences in socialisation.</i></p>	4	0
(c)	<p>State <b>one</b> function of NVC, giving an example.</p> <p><i>One from:</i></p> <p><i>Supports verbal communication eg hand gestures used to illustrate a point; can replace verbal communication, eg standard signals like thumbs-up; conveys emotions, eg by facial expressions and posture.</i></p>	2	0

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Describe and analyse nature <b>and</b> nurture factors in the development of NVC. Refer to <u>research evidence</u> in your answer.</p> <p><i>Nature factors: innate basis of facial expressions, evidence that these are universal, from infants and from different cultures; evolutionary basis eg for fast communication of threat.</i></p> <p><i>Nurture factors: learned through experience; signals learned through imitation and reinforcement; rapid development of NVC in infant's first year; posture 'mirroring', etc.</i></p> <p><i>Gender differences may be evidence of innate or learned factors.</i></p> <p><i>Likely evidence: Meltzoff and Moore (1977), Ekman and Friesen (1969), Tanner (1995), Osgood .</i></p>	6	4
<b>... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

**Question 4 – Pro-Social Behaviour**

Question No C4	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Define the term “altruism”.</p> <p><i>Helping behaviour which benefits the recipient but not the giver of the help.</i></p>	2	0
(b)	<p>Describe and evaluate the evolutionary approach <b>and</b> the cost reward explanation of altruistic behaviour. Refer to <u>research evidence</u> in your answer.</p> <p><i>Cost Reward model Piliavin et al (1969) suggests that altruism is based on cost benefit analysis – if I help, what costs will there be and how will I benefit from helping.</i></p> <p><i>Evolutionary – stress that although helping behaviour may not appear to be in the persons self interest, it may ensure their genetic survival. Based on process of natural selection. (Darwin), Dawkins (1976).</i></p>	6	4
(c)	<p>Give <b>two</b> examples of “victim characteristics”.</p> <p><i>Gender, age, race, appearance etc.</i></p>	2	0
(d)	<p>Briefly describe what is meant by “diffusion of responsibility” in emergency situations.</p> <p><i>The presence of others will affect whether or not we offer help. The more people present the less likely any single person will help because they feel less individually responsible.</i></p>	2	0
(e)	<p>Describe cultural differences in altruism.</p> <p><i>Individualistic cultures tend to be less altruistic. eg USA, UK</i> <i>Collectivist cultures are more likely to be altruistic because of the emphasis on community eg India, Africa.</i></p>	4	0
<b>... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

**Question 5 – Social Perception**

Question No C5	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Define interpersonal perception.</p> <p><i>Process of perceiving and interpreting people, their personality and behaviours; forming impressions and making judgments about people.</i></p>	2	0
(b)	<p>Describe how a student might explain her exam failure.</p> <p>(i) Use <b>one</b> situational attribution;</p> <p><i>One from: the exam room was too hot/cold; her cat/dog died; a lot of classes had been cancelled before the exam.</i></p> <p>and</p> <p>(ii) <b>one</b> dispositional attribution.</p> <p><i>One from: She did not study enough; she is not intelligent enough.</i></p>	2	0
		2	0

Question No C5	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(c)	<p>Describe <b>two</b> types of error or bias in the attribution process.</p> <p><i>Two from:</i>  <i>Fundamental attribution error: overestimating dispositional causes and underestimating situational ones.</i>  <i>Actor-observer difference: people assuming their own behaviour is caused by situational factors and others is determined by dispositional factors.</i>  <i>Self-serving bias: people tending to take credit for successes by making dispositional attributions; making excuses, blaming others for mistakes and failures.</i></p>	<b>4</b>	<b>0</b>
(d)	<p>Discuss factors affecting social perception. Refer to <u>research evidence</u> in your answer.</p> <p><i>Two or more from:</i>  <i>Implicit personality theory; Asch (1946); Kelley (1950); halo effect; Wilson and Nisbett (1977); stereotyping; Katz and Braly (1933); primacy and recency effect.</i></p>	<b>6</b>	<b>4</b>
<b>... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

[END OF MARKING INSTRUCTIONS]