2009 Psychology

Intermediate 1

Finalised Marking Instructions

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2009 Psychology Intermediate 1

Approach to Marking

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

2. The generic requirements apply to all types of questions in all Sections, and appear once, below.

3. Specific content requirements are shown for every question.

4. Mark band descriptors refer to knowledge and understanding (no analysis/evaluation required at Intermediate 1).

5. Where a question demands an answer that will include several points, but specifies no precise number, credit should be awarded for EITHER a small number of points in detail, or more points in lesser detail.

6. Questions on research studies will normally focus on the topic itself, rather than an aspect of a topic. The candidate may use any study of their choice, as long as it is directly relevant to the given topic. The specific demand of the question will be reflected in the mark allocation. If required to 'describe' a study, the candidate should provide: researcher name(s), what was studied (ie psychological process, behaviour, etc), outline of procedure, results; description of participants, apparatus, method etc can also gain credit. Details such as exact number of participants, or precise results data, will not normally be required. Note that a question on a research study may specify particular aspect(s) of a study, (eg procedure, results), rather than all details of the study.

7. In questions on theories, concepts and applications, research evidence can be credited; this is normally indicated in the question and/or the specific content requirements, but even where it is not indicated in this way, credit may be awarded for reference to research/evidence.

8. For all questions, alternative material may be credited where relevant.

9. Specific content requirements for questions with larger mark allocations are not intended as a 'checklist', but rather, as an indication of the key points expected. Candidates may achieve full credit without necessarily mentioning **all** the points given, if most of them are addressed, and the answer also meets the generic requirements to a high standard. Additional or alternative material may also be credited, if relevant, whether or not it features in the Course Content.

10. Good answers may be characterised by use of appropriate psychological terminology, however full marks can be awarded for correct answers that are clearly expressed, even if no specialist terminology is used.

Mark Band & Approximate Grade (for a 16 mark question)	Generic Requirements
14-16 (A1)	• Relevant psychological knowledge is demonstrated. • Response shows clear understanding of psychological information, including research evidence. • Knowledge and understanding are accurately applied to given questions/stimulus material. • Integration of knowledge from other relevant areas is demonstrated.
12-13 (A2)	• Relevant psychological knowledge is demonstrated. • Response shows clear understanding, in the main, including some reference to research evidence. • Application of knowledge and understanding to given questions/stimulus material is accurate in the main. • Some integration of points from other relevant areas is evident, though limited.
10-11 (B)	• Knowledge of the topic is relevant, but may be lacking in detail. • Response shows sound understanding, in the main. • Application of knowledge and understanding to given questions/stimulus material is reasonably sound.
8-9 (C)	• Knowledge of the topic is relevant, but lacks detail, or shows some omissions. • There is reasonably sound understanding, although there are some inaccuracies. • Application of knowledge and understanding to given questions/stimulus material is evident, though limited.
7 (D)	• Knowledge lacks detail, or contains errors, or is irrelevant. • There is little evidence of understanding, due to many inaccuracies and/or omissions.
0-6 (NA)	• Little or no psychological knowledge or understanding is evident.

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

Specific Content Requirements

Section A: Understanding the Individual

Question A1 − Development of the self-concept

Question No A1	Question and Specific Content Requirement	Marks
(a)	What is meant by the term "**self-esteem**"? *This is the evaluative part of the self-concept and refers to the degree to which we like and value ourselves.*	**2**
(b)	Choose **three** words from the box below to complete the sentence that follows. excitement identity nurture experiment adolescence role egocentrism According to Erikson, during _____ the individual goes through the _____ versus _____ confusion stage. *adolescence; identity; role*	**3**
(c)	In person-centred therapy, it is important that the therapist shows **e**_____ *Empathy*	**1**

(d)	Describe **one** research study which has investigated self concept. Your answer should include research evidence. Researcher name(s), aim/what was studied, procedure, results. *Povinelli (1998)* *Guthrie (1938)* *Coopersmith (1967)* *Bem (1970)* *Lewis and Brooks-Gunn (1979)* *Cooley (1902)* *Mead (1934)*	**4**
(e)	Describe factors that influence the development of the self-concept. *Nature and nurture influences, Biological factors eg genes, maturation* *Environmental and social influences and social feedback* *The reaction of others* *Social Roles* *Identification*	**6**
	……in all questions alternative points may be credited as appropriate	**16**

Question A2 − Cognition and Learning

Question No A2	Question and Specific Content Requirement	Marks
(a)	In Social Learning Theory (SLT) what is meant by the term "**imitation**"? *Observation and direct copying of the behaviour of a model.*	**2**
(b)	From the box below, choose **two** features that apply to the use of Piaget's theory in the classroom and write these in the space provided gender discovery learning maturational readiness exams classical conditioning *Feature 1. discovery learning* *Feature 2. maturational readiness*	**2**

<table>
<tr>
<td>(c)</td>
<td>Describe the procedure that Bandura used in his studies with the “Bobo Doll.”

Answers may either give a general account of basic procedures of all Bobo Doll studies – or else may focus on one specific study.

Bandura, Ross and Ross (1961)
(Other Bandura studies can be credited.)
Bandura, Ross and Ross (1963)
Bandura (1965)

Children were brought individually into a room in a nursery school. There was a model in the room with a toy, a mallet and a 5ft Bobo doll.

In the non aggressive condition, the model played with the toy quietly and ignored the Bobo doll. In the aggressive condition, the model played briefly with the toy and then behaved aggressively towards the Bobo Doll. Then each child was taken to a room with toys in it, including Bobo. The way they played with the toys was recorded for levels of aggression.</td>
<td>3</td>
</tr>
<tr>
<td>(d)</td>
<td>The table below shows some statements about learning. Say whether each one is True or False by writing “T” or “F” in each box.

<table>
<tr><th>Statement</th><th>Write T or F</th></tr>
<tr><td>If a behaviour is reinforced it is less likely to be repeated</td><td>F</td></tr>
<tr><td>Skinner developed a theory of operant conditioning</td><td>T</td></tr>
<tr><td>Reinforcement can be used with children and animals to shape their behaviour</td><td>T</td></tr>
</table>
</td>
<td>3</td>
</tr>
</table>

(e)	Describe Classical Conditioning. *Learning by association.* *Before conditioning: Food (UCS) → Salivation (UCR)* *(Bell → No response)* *During conditioning: Bell and Food (UCS) → Salivation (UCR)* *After conditioning: Bell (CS) → Salivation (CR)* *Extinction, spontaneous recovery, stimulus generalisation, higher order conditioning* *May be illustrated by Pavlov's procedures and/or Little Albert* *If the answer describes only the research procedure, maximum of 4 marks may be awarded.* *It is NOT necessary to label all elements (UCS) etc to gain full marks.*	**6**
	……in all questions alternative points may be credited as appropriate	**16**

Question A3 − Motivation

<table>
<tr><th>Question No A3</th><th>Question and Specific Content Requirement</th><th>Marks</th></tr>
<tr><td>(a)</td><td>What is meant by the term ‘homeostasis’?

The way that the body maintains a state of balance, in terms of hunger, thirst.
The brain detects any imbalance and initiates the process to correct imbalance.</td><td>2</td></tr>
<tr><td>(b)</td><td>Some of the words below apply to needs in Maslow’s hierarchy. Select two words that apply to physiological needs and write them in column A. Select two words that apply to psychological needs and write them in column B.

• Belongingness
• Theory
• Water
• Food
• Experiment
• Love
• Trait

<table><tr><td>Column A
Physiological Needs</td><td>Column B
Psychological Needs</td></tr><tr><td>1. Water</td><td>1. Belongingness</td></tr><tr><td>2. Food</td><td>2. Love</td></tr></table></td><td>4</td></tr>
<tr><td>(c)</td><td>What does ‘nAch’ stand for?

need for achievement</td><td>1</td></tr>
</table>

(d)	From the features in the box choose **three** that apply to motivation and write them in the spaces provided in the sentence below. contracts thirsty swells energetic hungry glucose Fill in the **three** features that apply to motivation. *When a person is **hungry** the stomach **contracts** and the **glucose** level in the body drops.*	**3**
(e)	Describe techniques employers can use to motivate people in the workplace. At least two from: *rewards and incentives* *allow employees to contribute to goal-setting in workplace* *social activities* *terms and conditions* *flexible working hours* *family friendly policies*	**6**
	……in all questions alternative points may be credited as appropriate	**16**

Section B: Investigating Behaviour

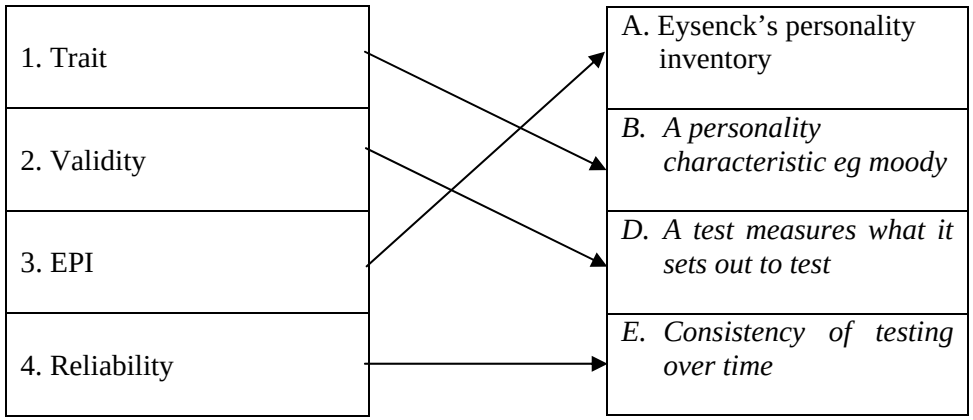
Question B1

Question No B1	Question and Specific Content Requirement	Marks
(a)	The study described is an experiment, with several features. Match up each numbered feature on the left with the correct description on the right, by drawing a line between them. One has been done for you *2. Dependant Variable = C. Aspect that was measured, ie percentage of journeys by bus and by car* *3 Replicability = D. Possibility of repeating this research in a similar way* *4. Controlled variable = A. Something that was kept the same for both groups, eg both groups were office workers* *5. Independent variable = B. The aspect that was changed by the researcher, ie participants were given a free bus pass or given a talk*	**4**
(b)	Suggest a suitable hypothesis for this study. *Office workers who are given a free bus pass will make more journeys to work using public transport than those who are given a talk on how cars harm the environment.* *OR* *There will be a difference in the number of journeys that office workers make by bus depending on whether they are given a free bus pass or given a talk on how cars harm the environment.* *Or similar.* *A null hypothesis can also gain credit.*	**2**
(c)	Look at the results table in the scenario, then tick the correct statement below. *To encourage people to use public transport, it is more effective to give them a free bus pass.* *If both boxes are ticked, 0 marks should be awarded*	**1**

(d)	Name **two** types of graph that could be used to display the results shown in the table. *Bargraph, Pie-chart*	**2**
(e)	**Opportunity sampling** was used in this study, but the researcher could have used random sampling. Describe **random sampling**. All or most of the following *Participants are selected from a list of the whole population, using random numbers from a computer or calculator. Each member of the population has an equal chance of being selected.* *Random sampling is assumed to provide a representative/unbiased sample.*	**3**
(f)	Another method of research is a survey. Describe **two** features of the **survey** method. Two from *A non experimental method; variables are not manipulated.* *May be carried out by means of questionnaire or interviews, face-to-face, by phone, online.* *Usually uses a large sample.* *Often used to discover attitudes, beliefs or opinions.* *Questionnaire or interview consists of a set of questions/items and may be structure/semi-structured/ unstructured; questions may be open-ended or closed.* *……etc.*	**4**
	……in all questions alternative points may be credited as appropriate	**16**

Section C: The Individual in the Social Context

Question C1 − Personality

Question No C1	Question and Specific Content Requirement	Marks
(a)	What is meant by "**personality**" in psychology? *A set of characteristics that are relatively stable over time. These characteristics make each individual unique.*	**2**
(b)	Match the numbered term in the left-hand column with its definition on the right, by drawing a line to link them.  This is the actual exemplar therefore no marks can be awarded.	**3**
(c)	Complete the following sentence. The first letter of the missing word has been provided for you. *In personality, a **type** is a collection of characteristics that often occur together.*	**1**

(d)	Describe **nature** influences on personality. *Nature view suggests that we are born with our personality. This can be seen in the temperament of babies. We inherit characteristics from our parents. 50% of our genes from each of them. This means that we can have some of our mother's characteristics and some of our father's. Freud claimed that our personality develops in stages which are linked to what age we are. This means that it develops in stages which are biologically pre-programmed, ie maturation.*	**4**
(e)	Describe Eysenck's theory of personality. You should include research evidence in your answer. *Eysenck's theory is a trait/type theory. Traits are characteristics that we have eg nosey, moody, etc. A collection of traits make up a type of personality. Eysenck had 3 dimensions in his theory. Extravert/Introvert, Neurotic/Stable and Psychotic. Using a questionnaire we can establish what type of personality we have. Eysenck's questionnaire is called the EPI.* *Eysenck said that our brain structure affected our personality. People with a strong RAS will be extraverts and those with a weak RAS will be introverts.* *Research evidence possibly could include Eysenck (1967/1971)*	**6**
	……**in all questions alternative points may be credited as appropriate**	**16**

Question C2 − Group Processes

Question No C2	Question and Specific Content Requirement	Marks
(a)	What is meant by a "**group**" in psychology? *Two or more people who come together for a common purpose and interact.*	**2**
(b)	From the box below, select **two** phrases that apply to formal groups and write them in Column A then select **two** phrases that apply to informal groups and write them in Column B. *Column A* *Brought together for a specific purpose* *Task oriented* *Column B* *Often made up of friends* *Have no defined roles*	**4**
(c)	Name **two** of Tuckman's stages in group development. *Two from:* *Forming, storming, norming, performing and re-forming/adjourning*	**2**
(d)	Describe **one** research study into group processes. Your answer should include researcher name(s), aim/ what was studied, procedure and results. *Any relevant research study may be used.* *Likely studies:* *Bales & Slater (1955), Stoner (1961), Asch (1955), Janis (1972).*	**4**

(e)	Describe **two** of Belbin's team roles. Any **two** from: *Completer finisher – ensures task is completed satisfactorily* *Team worker – keeps morale high and group cohesion* *Plant – the thinker who may often work alone* *Implementor – drives the group to perform well through organisation* *Shaper – task oriented and often impatient with others if progress is not being made* *Co-ordinator – calm and controlled – gets the best out of people* *Resource investigator – knows the right people to get the job done* *Monitor evaluator – mediator between plant and resource investigator* *Specialist – single minded, dedicated. Specialist knowledge and skills.*	**4**
	……in all questions alternative points may be credited as appropriate	**16**

Question C3 – Non Verbal Communication (NVC)

Question No C3	Question and Specific Content Requirement	Marks
(a)	What is meant by the term "**paralanguage**"? *Vocal sounds (not words) which convey some meaning. Eg sighs, intonation, hesitation etc.*	**2**
(b)	From the box below, select **two** phrases that apply to verbal communication and write them in Column A then select **two** phrases that apply to non-verbal communication and write them in Column B. *Column A* *Can convey very complex messages* *Uses formal sentence structure* *Column B* *Often unconscious* *Can convey only simple messages*	**4**
(c)	State **two** emotions shown in facial expressions. *Any two from:* *happiness (joy), sadness, fear, anger, disgust, surprise.*	**2**
(d)	Describe **one** research study into non-verbal communication. Your answer should include researcher name(s), aim/what was studied, and procedure and results. *Any relevant research can be used.* *Likely studies:* *EIBL – Eibesfelt (1970, 1972), Felipe & Sommer (1966), Ekman & Friesen (1971) Hess (1963)*	**4**

(e)	Describe assertiveness training. *Used within behavioural/SLT or cognitive – behavioural approach. Used as a therapy for clients with social interaction difficulties. Involves performance with a group and feedback: the therapist models assertive behaviour, client imitates. The reinforcement is that interaction is much more rewarding therefore avoidance behaviour is reduced. Similar procedures are used in the workplace scenario; may form part of team building exercises or communication training. Examples can be credited.*	**4**
	……in all questions alternative points may be credited as appropriate	**16**

Question C4 – Pro-Social Behaviour

<table>
<tr><th>Question No C4</th><th>Question and Specific Content Requirement</th><th>Marks</th></tr>
<tr><td>(a)</td><td>What is “pro-social behaviour”?

Pro-social behaviour occurs when an individual puts the welfare of another person first, and some form of help is given. Pro-social behaviour benefits the receiver but not the helper.</td><td>2</td></tr>
<tr><td>(b)</td><td>In the table below, there are some statements about theories of altruism.
Please indicate whether each is True or False by writing “T” or “F” in the boxes provided on the right.

<table>
<tr><th>Statement</th><th>Write T or F</th></tr>
<tr><td>1. The empathy-altruism theory claims that we help others in order to gain some sort of financial reward.</td><td>F</td></tr>
<tr><td>2. The evolutionary theory states that both animals and humans will help family members rather than those who are not related to them.</td><td>T</td></tr>
<tr><td>3. The cost-reward theory states that we will help others even if the costs outweigh the rewards.</td><td>F</td></tr>
<tr><td>4. Evolutionary theory states that human behaviour has developed over centuries to aid survival.</td><td>T</td></tr>
</table>
</td><td>4</td></tr>
</table>

(c)	Briefly describe **one** cultural difference that is found in pro-social behaviour. One from: *Individualistic cultures more altruistic than collectivist* *Mexican, Hopi and Israeli kibbutz children are more considerate and kind than American children.* *2 sides of one difference should be given.*	**2**
(d)	Describe **one** research study into pro-social behaviour. Your answer should include researcher name(s), aim/what was studied, procedure and results. *Likely choice of studies:* *Piliavin et al, 1969, Latané & Darley, 1968; Latané & Rodin, 1969* *Alternatively, studies showing strategies for encouraging altruism in children may be used, eg Rushton and Campbell (1977 – modelling), Fabes et al (1989 – reinforcement)*	**4**
(e)	Describe **two** ways of encouraging children to be altruistic. Two from: *Parents/caregiver usually want their children to be helpful and considerate, to share, and to be co-operative. Parents who model such behaviour rather than simply telling a child to do so, are more likely to see their children behaving in an altruistic manner. Reinforcing children may also be effective (eg praise, rewards). However, children may come to expect the reward every time they help others. Children are more likely to imitate the same sex role model, or a model they see being rewarded for their behaviour. Models may be provided from children's TV programmes.* *Credit can be given for studies eg Sprafkin et al, 1975.*	**4**
	……in all questions alternative points may be credited as appropriate	**16**

Question C5 – Social Perception

Question No C5	Question and Specific Content Requirement	Marks
(a)	What is meant by "**stereotyping**"? *A pre-judgement based on a fixed set of ideas/perceptions about a person/group/class. Everyone belonging to this group is then attributed with the same fixed set of characteristics.*	**2**
(b)	Complete the following sentences. The first letter of each missing word has been provided for you. The *Primacy* effect happens when we form an impression of someone from first contact with them. The *Recency* effect happens when we form an impression of someone from the latest information we have about them.	**2**
(c)	Identify **two** sources of error and bias in attribution from the list below. Tick **only two** boxes. Fundamental attribution error ☑ Sampling bias ☐ Extraversion ☐ Self-serving bias ☑ If more than two boxes are ticked – award no marks	**2**
(d)	Briefly describe **one** gender stereotype (either female or male). *A woman's place is in the home, not in a high paid responsible job, men are seen as strong and macho and should not show their feelings. Men should enjoy sport, women should enjoy shopping.*	**2**

(e)	Describe **one** research study into social perception. Your answer should include researcher name(s), aim/ what was studied, procedure and results *Likely studies:* *Luchlins (1957), Asch (1946), Duncan (1976), Lucas & Lloyd (1999), Elliot (1977).*	**4**
(f)	Describe how attribution may contribute to depression. *Attribution is a process of establishing causes for behaviour of self and others. These can be internal or external causes (dispositional or situational)* *In depressed people their feelings are attributed internally. They tend to blame themselves ie internal attribution – for their problems rather than seeing environmental factors as the cause eg workload, family, money worries (external attribution). "It's me, I'm no good, etc."*	**4**
	……in all questions alternative points may be credited as appropriate	**16**

[END OF MARKING INSTRUCTIONS]