



2009 Psychology

Intermediate 2

Finalised Marking Instructions

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APPROACH TO MARKING

1. For each question, answers will be marked according to *both* the **generic requirements** and the **specific content requirements**.
2. The generic requirements apply to all types of questions in all Sections, and appear once, below.
3. Specific content requirements are shown for every question.
4. Mark band descriptors include reference to both knowledge/understanding and analysis/evaluation; in the questions, these are weighted at approximately **80% & 20%** of the available marks, respectively.
5. Where a question requires the candidate to 'Evaluate' (research, theory, method, application, etc), a balance of strengths and weaknesses should be provided. However, a bias towards weaknesses/limitations/disadvantages is acceptable.
6. Where a question demands an answer that will include several points, but specifies no precise number, credit should be awarded for EITHER a small number of points in detail, or more points in lesser detail.
7. Questions on research studies will normally focus on the topic itself, rather than an aspect of a topic. They may require the candidate to 'describe', or 'discuss', or 'evaluate' a study. The candidate may use any study of their choice, as long as it is directly relevant to the given topic. The specific demand of the question will be reflected in the mark allocation, including the proportions of knowledge/understanding and analysis/evaluation required. To 'describe' a study, the candidate should provide: researcher name(s), date (preferably), what was studied (ie psychological process, behaviour, etc) and why (aim), outline of procedure, results; description of participants, apparatus, method, etc can also gain credit. To 'discuss', the answer should include all of those plus conclusions and evaluation. To 'evaluate', strengths and weaknesses (methodological, ethical, theoretical, etc) should be given. Note that a question on a research study may specify particular aspect(s) of a study (eg procedure, results), rather than all details of the study, or may require the candidate to relate the research findings to a theory, concept, application.
8. In questions on theories, concepts and applications, research evidence can be credited. This is normally indicated in the question and/or the specific content requirements, but even where it is not indicated in this way, credit may be awarded for reference to relevant research evidence.
9. For all questions, alternative material may be credited where relevant.
10. Specific content requirements for questions with larger mark allocations are not intended as a 'checklist', but rather, as an indication of the key points expected. Candidates may achieve full credit without necessarily mentioning **all** the points given if most of them are addressed and the answer also meets the generic requirements to a high standard. Additional or alternative material may also be credited, if relevant, whether or not it features in the Course Content.

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

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

Specific Content Requirements

Section A

Question 1 – Development of the self-concept

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by the term “ideal self”?</p> <p><i>The kind of person we would like to be, one component of the self-concept.</i></p>	2	0
(b)	<p>What did Erikson mean by “identity versus role confusion”?</p> <p><i>This is the conflict that arises during adolescence, Erikson’s fifth stage of lifespan development. The adolescent is seeking to establish an adult self-concept/identity, which would be the positive resolution of the stage. However, s/he is experiencing many demands, and pressures to make choices, from parents, teachers, peers; these demands may conflict, leading to role confusion, a negative outcome of the stage.</i></p>	4	0
(c)	<p>Describe and evaluate one research study which investigated self concept. Your answer should include researcher name(s), aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>Likely studies: Coopersmith, 1967 Lewis and Brooks-Gunn, 1979 Piaget and Inhelder, 1956 (three mountains)</i></p>	4	2

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Explain factors that influence the development of self-concept.</p> <p><i>Biological factors: genes (eg individual differences such as temperament); biological maturation, (eg self-recognition, development of empathy).</i></p> <p><i>Environmental and social influences, from parents, teachers, peers, media. Search for identity in adolescence. Self-esteem is affected by parental behaviours (eg Coopersmith, 1967) Cultural factors, such as traditional gender roles. Specific life experiences and events. Nature and nurture influences interact. Examples and research evidence can be credited.</i></p>	6	2
...in all questions alternative points may be credited as appropriate.		16	4

Question 2 – Cognition and Learning

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>In Social Learning Theory (SLT) what is meant by the term “imitation”?</p> <p><i>Observation and direct copying of the behaviour of a model.</i></p>	2	0
(b)	<p>What is meant by the terms:</p> <p>(i) discovery learning?</p> <p><i>Learning through spontaneous exploration of the environment. Young children are motivated to explore by ‘natural curiosity’.</i></p> <p>(ii) maturational readiness?</p> <p><i>At a particular point in their cognitive development, children become capable of learning certain skills, eg reading.</i></p>	2	0
(c)	<p>Describe and evaluate the research of Bandura using the “Bobo Doll”.</p> <p><i>The answer may describe a particular study (eg Bandura et al, 1963) or the Bobo doll studies in general. Answer should include aim/what was studied, procedure, results, conclusions, evaluation (these may be more generic if the latter approach is taken).</i></p>	4	2

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Explain Pavlov’s work on Classical Conditioning.</p> <p><i>Main concepts of classical conditioning should be explained: process of learning by association, unconditional stimulus (UCS)/unconditional response (UCR), conditional stimulus (CS)/conditional response (CR). Reflex response of salivation in dogs was conditioned to the sound of a bell, by Pavlov. Generalisation and discrimination; extinction and spontaneous recovery.</i></p> <p><i>Evaluation may include: later researchers developed the theory further, showing the classical conditioning of emotions eg fear. Theory now well-established, widely applied in behavioural approaches to therapy in humans. However, it cannot explain more complex learned behaviours and mental processes eg cognition. Process was originally established in animals only, therefore we should be cautious in applying this to humans. Ethical concerns over the dogs’ welfare. If the answer is tackled as if it were a “research study” question, focusing on Pavlov’s research, full credit may still be gained as long as the main theoretical points are given.</i></p>	6	2
in all questions alternative points may be credited as appropriate.	16	4

Question 3 – Motivation

Question No A3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by the term “homeostasis”?</p> <p><i>The way that the body maintains a state of balance, in terms of hunger, thirst, temperature etc. The brain detects any imbalance and initiates process to correct any imbalance.</i></p>	2	0
(b)	<p>From Maslow’s hierarchy of needs give:</p> <p>(i) two examples of physiological needs</p> <p><i>Basic biological needs that must be fulfilled in order to survive, eg hunger, thirst etc.</i></p> <p>(ii) two examples of psychological needs</p> <p><i>Need for personal growth and fulfilment: love and belonging, competence, aesthetic needs etc, leading eventually to self-actualisation.</i></p>	2	0
(c)	<p>Describe and evaluate one research study which investigated motivation. Your answer should include researcher name(s), aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>Likely studies: Cannon and Washburn (1912), Olds and Milner (1954), Collins (1982)</i></p>	4	2

Question No A3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Explain techniques employers can use to motivate people in the workplace. <i>Use examples in your answer.</i></p> <p><i>At least 2 from:</i></p> <p><i>Goal-setting: goals should be specific, measurable, attainable, realistic; most effective if employees are involved in setting and monitoring progress. May increase job-satisfaction; low cost to employer. Based on Locke's theory (1968).</i></p> <p><i>Rewards and incentives: rewards may be financial (eg bonus payments), recognition and awards (eg employee of the month), opportunities for career progression, etc. Motives may be extrinsic or intrinsic; financial incentives may not motivate everyone.</i></p> <p><i>Family-friendly policies, flexible working, healthcare benefits, pensions, facilities at work.</i></p> <p><i>By increasing motivation, employers hope to improve performance/productivity.</i></p> <p><i>Examples should include detailed description.</i></p>	6	2
..... in all questions alternative points may be credited as appropriate.		16	4

Section B

Question 1 – Investigating Behaviour

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>The study above is an experiment. Describe the main features of the experimental method of research in psychology, and give one strength of this method.</p> <p><i>Laboratory, field, natural/quasi experiments; manipulation of the independent variable into two or more conditions; effect of the independent variable on the dependent variable; hypotheses. Any or all types of experiment can gain credit.</i></p> <p><i>One from: cause and effect can be established; high level of control therefore replicability and objectivity is possible.</i></p>	4	2
(b)	<p>(i) State the two conditions of the independent variable in this study.</p> <p><i>Group given free bus pass and group given a talk on how cars harm the environment</i></p> <p>(ii) Identify the dependent variable in this study.</p> <p><i>% of journeys made by bus and by car over the 4 week period.</i></p>	2	0
(c)	<p>Suggest a suitable hypothesis for this study.</p> <p><i>Giving office workers a free bus pass will be more effective in encouraging them to take the bus to work than giving them a talk on how cars harm the environment.</i></p>	2	0

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Opportunity sampling was used in this study. Describe one other sampling method.</p> <p><i>Random sampling occurs when every member of a target population has an equal chance of being selected. Complete list of target population is required and the sample is selected using random number tables/computer programme. (Other types of sampling are acceptable.)</i></p>	2	0
(e)	<p>Describe one ethical issue that may apply to this study.</p> <p><i>One from: informed consent; deception; welfare of participants; confidentiality.</i></p>	0	2
(f)	<p>Name two types of graph that could be used to display the results shown in the table.</p> <p><i>Pie charts; bar charts.</i></p>	2	0
(g)	<p>Describe the results of this study using the percentage figures, and state the researchers' conclusion.</p> <p><i>The participants who were given the free bus passes made 80% of their journeys over the 4 week period by bus and 20% by car.</i></p> <p><i>The participants who were given the talk made 65% of their journeys over the 4 week period by bus and 35% by car.</i></p> <p><i>The participants who were given the free bus passes made more journeys by bus than the participants who were given the talk.</i></p> <p><i>Free bus passes are more effective in encouraging office workers to take the bus than talks on how cars harm the environment.</i></p> <p><i>To gain full marks, at least two % figures must be used.</i></p> <p><i>Max 2 if no %.</i></p>	3	0
.....in all questions alternative points may be credited as appropriate		16	4

Section C

Question 1 – Personality

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Define the term “personality”.</p> <p><i>A set of characteristics that are relatively stable over time. These characteristics make everyone unique.</i></p>	2	0
(b)	<p>In personality testing, what is meant by the terms:</p> <p>(i) validity?</p> <p><i>The test is valid if it measures what is sets out to measure eg personality and not general knowledge.</i></p> <p>(ii) reliability?</p> <p><i>The test is reliable if it is consistent over time and place. Eg if someone is an extrovert on one occasion, then they should be on another.</i></p>	2	0
(c)	<p>Describe two ways that nurture influences personality.</p> <p><i>Influences from family members and how they interact with the person can affect their personality. Situational/Environmental factors such as school/work can develop different personalities in people because of their different interpretations of these situations. Individual experiences throughout life can affect personality. Examples and reference to research evidence can be credited.</i></p>	4	0

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Explain and evaluate Freud’s theory of personality. Refer to <i>research evidence</i> in your answer.</p> <p><i>Unconscious plays an important role in personality</i> <i>Structure of personality – id, ego, superego should be explained (alternative names should also be credited).</i> <i>Conflict between id and superego mediated by the ego using defence mechanisms – this can shape personality.</i> <i>Development of personality – 5 psychosexual stages can be outlined. Fixation in any of these stages can also be used to illustrate the effect on personality.</i> <i>Evaluation can be given of theory – lack of scientific rigour, poor methodology, emphasis on the sexual drives etc. Research evidence eg Little Hans can be cited and evaluated.</i></p>	6	4
	... in all questions alternative points may be credited as appropriate.	16	4

Question 2 – Group Processes

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Define the term “group”.</p> <p><i>Two or more people who come together for a specific purpose.</i></p>	2	0
(b)	<p>Describe what is meant by</p> <p>(i) a formal group</p> <p><i>Roles are allocated, usually work based, structured and task oriented.</i></p> <p>(ii) an informal group.</p> <p><i>Spontaneous, based on friendships/interests in common, if in an organisation may give social rewards and support and make hidden contribution to organisational effectiveness.</i></p>	2	0
		2	0
(c)	<p>Name two of Tuckman’s stages in group development.</p> <p><i>Two from: Forming, storming, norming, performing and re-forming/adjourning</i></p>	2	0
(d)	<p>Describe and evaluate one research study into group processes. Your answer should include researcher name(s), aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>Any relevant research study may be used. Likely studies: Bales & Slater (1955), Stoner (1961), Asch (1955), Janis (1972)</i></p>	4	2

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(e)	<p>Describe two of Belbin’s team roles and explain how these can be applied when forming a sports team.</p> <p><i>Any two from:</i></p> <p><i>Completer finisher – ensures task is completed satisfactorily</i> <i>Team worker – keeps morale high and group cohesive</i> <i>Plant – the thinker who may often work alone</i> <i>Implementor – drives the group to perform well through organisation</i> <i>Shaper – task orientated and often impatient with others</i> <i>Co-ordinator – calm and controlled – gets the best out of people</i> <i>Resource Investigator – knows the right people to get the job done</i> <i>Monitor Evaluator – mediator between plant and resource investigator</i> <i>Specialist – single-minded, dedicated. Has specialised knowledge and skills.</i></p> <p><i>Each team member will have their own role(s) within the team. It is important that all/or most of these roles are represented within the team in order that it will be an effective team. Eg In a football team it would be ineffective to have 11 plants.</i></p>	4	2
 in all questions alternative points may be credited as appropriate.	16	4

Question 3 – Non-Verbal Communication (NVC)

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Define the term “paralanguage”.</p> <p><i>Vocal sounds (not words) which convey some meaning. Eg sighs, intonation, hesitation etc.</i></p>	2	0
(b)	<p>Describe features of</p> <p>(i) verbal communication</p> <p><i>Language/words are used. Verbal communication develops in stages and has a learned component. It is conscious and conveys simple and/or complex messages.</i></p>	2	0
	<p>(ii) non-verbal communication.</p> <p><i>Language/words are not used. Strongly influenced by innate/maturational factors. Often unconscious and conveys only simple messages such as feelings. Examples such as body language may be given.</i></p>	2	0
(c)	<p>Give two examples of emotions shown in facial expressions that are considered to be universal.</p> <p><i>Any two from: happiness (joy), sadness, fear, anger, disgust, surprise.</i></p>	2	0
(d)	<p>Describe and evaluate one research study into non-verbal communication. Your answer should include researcher name(s), aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>Any relevant research can be used.</i></p> <p><i>Likely studies:</i> <i>Eibl-Eibesfeldt (1970, 1972), Felipe & Sommer (1966), Ekman & Friesen (1971) Hess (1963), Argyle & Dean (1965)</i></p>	4	2

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(e)	<p>Describe and evaluate how assertiveness training can be used in therapy or the workplace.</p> <p><i>Used within behavioural/SLT or cognitive-behavioural approach. Used in therapy for clients with social interaction difficulties. Involves performance with a group, and feedback; then therapist models assertive behaviour, client imitates. Reinforcement is that interaction is more rewarding. Avoidance behaviour is reduced. Effectiveness is due to increased self-efficacy (Bandura 1977). Similar procedures used in workplace; may form part of interpersonal communication, team building or anti-bullying programmes. Examples and research evidence can be credited.</i></p>	4	2
.....in all questions alternative points may be credited as appropriate		16	4

Question 4 – Pro-Social Behaviour

Question No C4	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Define the term “pro-social behaviour”.</p> <p><i>Pro-social behaviour occurs when an individual puts the welfare of another person first, eg some form of help is given. One form of pro-social is altruism.</i></p>	2	0
(b)	<p>Describe two factors that affect bystander behaviour in an emergency situation eg when a person collapses in the street.</p> <p><i>Two from:</i></p> <p><i>Situational factors: number of bystanders; the ambiguity of the situation, the location</i> <i>Victim characteristics; appearance; how deserving the person is perceived to be, similarity to potential helper</i> <i>Helper characteristics: gender; personality types</i> <i>Diffusion of responsibility: the greater the number of onlookers the less help is offered</i> <i>Pluralistic ignorance: situation deemed as non-emergency by others and help is less likely.</i></p>	4	0
(c)	<p>Give one cultural difference that is found in pro-social behaviour.</p> <p><i>Individualistic cultures more altruistic than collectivist</i> <i>Mexican, Hopi and Israeli kibbutz children are more considerate and kind than American children.</i> <i>2 sides of one difference should be given.</i></p>	2	0

Question No C4	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Describe and evaluate one research study into pro-social behaviour. Your answer should include researcher name(s), aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>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).</i></p>	4	2
(e)	<p>Describe and evaluate two strategies that can be used to encourage children to be altruistic.</p> <p><i>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. Support can be given from studies eg Sprafkin et al, 1975.</i></p>	4	2
... in all questions alternative points may be credited as appropriate.		16	4

Question 5 – Social Perception

Question No C5	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What is meant by the term “stereotyping”?</p> <p><i>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</i></p>	2	0
(b)	<p>Describe what is meant by:</p> <p>(i) primacy effect</p> <p><i>Primacy - We attach more importance to our first impressions of a person than anything we later learn about them.</i></p> <p>(ii) recency effect.</p> <p><i>Recency - we attach more importance to the last/latest information we receive about a person than anything we learned about them earlier.</i></p>	2	0
(c)	<p>State two gender stereotypes.</p> <p><i>Two from:</i></p> <p><i>A woman’s place is in the home, not in high paid responsible jobs; men should be strong, macho and should not show their feelings. Men enjoy sport, women enjoy shopping.</i></p>	2	0

Question No C5	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(d)	<p>Describe and evaluate one research study into social perception. Your answer should include researcher name(s), aim/what was studied, procedure, results, conclusions, evaluation.</p> <p><i>Likely studies: Luchins, 1957; Asch 1946; Duncan 1976; Lucas and Lloyd 1999; (social representations of smoking in adolescent girls) Sherif and Sherif 1953; (Intergroup conflict) Elliot 1977 (Brown eyes, blue eyes) Pfeffer et al 1998; (attributions of youth crime).</i></p>	4	2
(e)	<p>Describe the process of attribution and explain how this can contribute to depression.</p> <p><i>Attribution is a process of establishing causes for behaviour of self and others. These can be internal or external causes (dispositional or situational). People vary in their attributional style and in depressed people, failures are often attributed internally, and successes externally, ie the opposite to what is "normally" found. Poor self-esteem. Feelings of failure in every aspect of life (global), and that things will never change (stable) for the better. Similar to learned helplessness in animals. However there is considerable evidence to support other explanations of depression including biological factors. Research evidence can be credited, eg Seligman 1975, Abramson et al 1978.</i></p>	4	2
.....in all questions alternative points may be credited as appropriate		16	4

[END OF MARKING INSTRUCTIONS]