



2010 Psychology

Intermediate 1

Finalised Marking Instructions

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2010 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 – Self-concept

Question No A1	Question and Specific Content Requirement	Marks					
(a)	Indicate if the following statement is True or False by drawing a circle around A or B . A person's self-concept does not develop until adulthood. <i>B False</i>	1					
(b)	What is meant by social identification ? Draw a circle around one answer you think is correct. <i>C What groups a person belongs to</i>	1					
(c)	Use the words in the box below to complete the sentence that follows. <table border="1" data-bbox="439 916 1155 991"><tr><td>Mask</td><td>Loathing</td><td>Dot</td><td>Recognition</td><td>Tomato</td></tr></table> <i>The rouge test involves putting a red DOT on the face of an animal or a child, to test whether they have developed self RECOGNITION.</i>	Mask	Loathing	Dot	Recognition	Tomato	2
Mask	Loathing	Dot	Recognition	Tomato			
(d)	What is meant by decentring ? Draw a circle around one answer you think is correct. <i>C Seeing things from other people's point of view</i>	1					

(e)	<p>Which of these factors can affect the development of the self-concept in adolescence? Draw a circle around one answer you think is correct.</p> <p><i>B The media</i></p>	1
(f)	<p>Describe one research study that has investigated self-concept. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s), • how they carried out the study, • what they found out. <p><i>Choices of study could include:</i></p> <p><i>Lewis & Brookes (1978)</i> <i>Lewis & Brookes-Gunn (1979)</i> <i>Coopersmith (1979)</i> <i>Harter (1982)</i></p>	4
(g)	<p>Describe what is meant by self-image, self-esteem and self-efficacy.</p> <p><i>Self-image should be described as how we see ourselves.</i> <i>Self-esteem should be described as how we value ourselves.</i> <i>Self-efficacy should be described as how capable we think we are.</i></p>	6
.....in all questions alternative points may be credited as appropriate		16

Question A2 – Learning Theories

Question No A2	Question and Specific Content Requirement	Marks
(a)	<p>Indicate if the following statement is True or False by drawing a circle around A or B.</p> <p>Bandura experimented using a “Bobo Doll”.</p> <p><i>A True</i></p>	1
(b)	<p>Draw a circle around one answer you think completes the sentence below.</p> <p>Operant conditioning means learning by _____</p> <p><i>C Consequences</i></p>	1
(c)	<p>Use the words in the box below to complete the sentence that follows:</p> <div data-bbox="490 887 1326 962" style="border: 1px solid black; padding: 5px; text-align: center;"> associate contaminate reject dog stimulus </div> <p><i>In Classical Conditioning, people ASSOCIATE a STIMULUS with a response.</i></p>	2
(d)	<p>Use the words in the box below to write two features which apply to Social Learning Theory (SLT).</p> <div data-bbox="495 1166 1494 1241" style="border: 1px solid black; padding: 5px; text-align: center;"> Projection Rejection Imitation Observation Contaminate </div> <p>Feature 1 <i>Imitation</i> Feature 2 <i>Observation</i></p>	2

(e)	<p>Describe an experiment into classical conditioning. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s) • how they carried out the study • what they found out. <p><i>Suitable studies include:</i></p> <p><i>Watson & Rayner (1920)</i> <i>Pavlov (1909, 1927)</i></p>	4
(f)	<p>Describe two ways in which reinforcement can be used in everyday life.</p> <p><i>Choices could include advertising, media, education, parenting, workplace, etc.</i></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)	Indicate if the following statement is True or False by drawing a circle around A or B . The interview method shows cause and effect <i>B False</i>	1
(b)	Which of the following two are types of experiment? Draw a circle around two answers you think are correct. <i>A Laboratory</i> <i>D Natural</i>	2
(c)	What is meant by “Ecological Validity”? Draw a circle around one answer you think is correct. <i>B A situation that is true to life</i>	1
(d)	Complete the following sentences by filling in the two blanks from the following words: mean, median, mode . <i>The mean is calculated by adding together all of the scores and dividing by the number of scores you have.</i> <i>The mode is the most frequently occurring score in a set of data.</i>	2

(e)	<p>Select the sampling technique from the box below to complete the sentence that follows.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> questionnaire participant random divided </div> <p><i>Random sampling is where every member of the target population has an equal chance of being selected to take part in the research.</i></p>	1
(f)	<p>Which of the following is an ethical principle in psychology? Draw a circle around one answer you think is correct.</p> <p><i>D Deception</i></p>	1
(g)	<p>Psychologists can display data using: line graphs, bar graphs and Pie-Charts.</p>	2
(h)	<p>What is meant by opportunity/convenience sampling?</p> <p><i>Selecting participants who are easily available at the time. This may include fellow students or people in a shopping centre.</i></p>	2
(i)	<p>Describe the survey method of research.</p> <p><i>Collecting attitudes, opinions, beliefs from a large group of people. Can be collected using questionnaires or interviews. Questionnaires can be distributed by post, face-to-face on the Internet. Questionnaires can include open or closed questions. Researcher is not usually present. Interviews can be structured, semi-structured or unstructured. They are a one to one conversation between two people and usually contain open questions. Researcher is usually present.</i></p>	4
<p>.....in all questions alternative points may be credited as appropriate</p>		16

Section C: The Individual in the Social Context

Question C1 – Personality

Question No C1	Question and Specific Content Requirement	Marks
(a)	<p>In Freud’s theory of personality what is the Id? Draw a circle around one answer you think is correct.</p> <p><i>C The pleasure principle</i></p>	1
(b)	<p>Which of the following is one of Costa and McCrae’s “Big Five”? Draw a circle around one answer you think is correct.</p> <p><i>D Agreeableness</i></p>	1
(c)	<p>From the box below, choose two words which apply to Eysenck’s theory of personality.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Openness Neuroticism Stability Aggression Tidiness</p> </div> <p>1st word <i>neuroticism</i> 2nd word <i>stability</i></p>	2
(d)	<p>Name two types of personality tests.</p> <p>Likely tests could include: <i>EPI, MMPI, Roschach Ink Blot, TAT, Type and Trait</i></p>	2

(e)	<p>Name and describe three of Freud's five psychosexual stages of development</p> <p><i>Any 3 from oral, anal, phallic, latent, genital</i></p> <p><i>1 mark for naming each of 3</i> <i>1 mark for description of each of 3</i></p>	6
(f)	<p>Describe one study from the area of personality. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s) • how they carried out the study • what they found out. <p><i>Likely studies include:</i></p> <p><i>Freud (1909)</i> <i>Adorno (1950)</i> <i>Eysenck (1947)</i> <i>Forer (1949)</i></p>	4
.....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)	<p>Which of the following is an example of an informal group? Draw a circle around the one answer you think is correct.</p> <p><i>A People chatting at a party</i></p>	1
(b)	<p>Indicate if the following statement is True or False by drawing a circle around A or B.</p> <p>Group cohesiveness can depend on whether group members have a common goal.</p> <p><i>A True</i></p>	1
(c)	<p>From the box below, choose two factors which help maintain group norms.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> conformity conflict confusion cohesiveness excitement </div> <p>Factor 1 <i>conformity</i> Factor 2 <i>cohesiveness</i></p>	2
(d)	<p>Draw a circle around one answer you think completes the sentence below.</p> <p>A formal group:</p> <p><i>B Has a clear set of members</i></p>	1

(e)	<p>Complete the sentence below by filling in the missing word. The first letter is already given.</p> <p><i>Two factors which affect group decision making are group polarisation and groupthink.</i></p>	1
(f)	<p>Describe one research study that has investigated group processes. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s) • how they carried out the study • what they found out. <p><i>Choices could include:</i></p> <p><i>Sherif (1935)</i> <i>Moscovici & Zavalloni (1967)</i> <i>Stoner (1961)</i> <i>Jawis (1971, 1972, 1982)</i> <i>Or other relevant studies</i></p>	4
(g)	<p>From Tuckman's five stage of group formation, briefly describe:</p> <p>(a) forming, (b) storming and (c) norming.</p> <p><i>Forming: Group members come together and aims are agreed on.</i> <i>Storming: Group works quickly and generates ideas.</i> <i>Norming: Group members become more similar to each other.</i></p>	6
.....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)	<p>Which of the following is a type of paralanguage? Draw a circle around one answer you think is correct.</p> <p><i>B Tone of voice</i></p>	1
(b)	<p>Indicate if the following statement is True or False by drawing a circle around A or B.</p> <p>Posture means talking out loud.</p> <p><i>B False</i></p>	1
(c)	<p>From the box below, choose two facial expressions in NVC.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> disgust speech control surprise behaviour </div> <p>Expression 1 <i>disgust</i> Expression 2 <i>surprise</i></p>	2
(d)	<p>Which of the following is a function of NVC? Draw a circle around one answer you think is correct.</p> <p><i>B To signal attitudes</i></p>	1

(e)	<p>Complete the word in the following sentence. The first letter is done for you.</p> <p><i>When a person's pupil gets bigger, this helps to signal ATTRACTION.</i></p>	1
(f)	<p>Describe one research study that has investigated NVC. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s) • how they carried out the study • what they found out. <p><i>Suitable studies include:</i></p> <p><i>Ekman (1980)</i> <i>Eible – Ebbesfeldt (1973)</i> <i>Or any other appropriate studies</i></p>	4
(g)	<p>Describe how nature and nurture help to influence NVC.</p> <p><i>Nature: innate basis for facial expressions, universal evidence, cultural evidence, evolution.</i></p> <p><i>Nurture: learning through experience, imitation and reinforcement, development of NVC in infants.</i></p>	6
.....in all questions alternative points may be credited as appropriate		16

Question C4 – Altruism

Question No C4	Question and Specific Content Requirement	Marks
(a)	<p>Draw a circle around one answer you think completes the sentence below.</p> <p>Altruism is helping someone.</p> <p><i>D Without expecting anything in return</i></p>	1
(b)	<p>Indicate if the following statement is True or False by drawing a circle around A or B.</p> <p>Bystander Apathy is a lack of response from people who witness an emergency.</p> <p><i>A True</i></p>	1
(c)	<p>From the box below, choose two terms which encourage altruism in children:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> sampling reinforcement experiment conservation modelling </div> <p>Term 1 <i>reinforcement</i> Term 2 <i>modelling</i></p>	2
(d)	<p>Draw a circle around one answer you think completes the sentence below.</p> <p>Empathy-altruism states that we are more likely to help when:</p> <p><i>B we understand how someone is feeling</i></p>	1

(e)	<p>Complete the word in the following sentence:</p> <p><i>Diffusion of RESPONSIBILITY states that the more people there are present the less likely anyone is to help.</i></p>	1
(f)	<p>Describe both the biological approach and cost-reward analysis as theories of altruism.</p> <p><i>Biological – kinship selection, based on theory of evolution and natural selection. Most likely to help those who are related to us.</i></p> <p><i>Cost-reward analysis – weighing up benefits versus investment in terms of time, safety, embarrassment etc. If reward of helping is greater than the cost, then we will help.</i></p> <p><i>Research evidence can be credited.</i></p>	6
(g)	<p>Describe one research study that investigates altruism.</p> <p>In your answer you should include:</p> <ul style="list-style-type: none"> • researcher’s name(s) • how they carried out the study • what they found out. <p><i>Likely examples include:</i></p> <p><i>Darley & Latane (1968)</i></p> <p><i>Piliavin, Rodin and Piliavin (1969).</i></p>	4
.....in all questions alternative points may be credited as appropriate		16

[END OF MARKING INSTRUCTIONS]