

[C212/SQP239]

Psychology
Higher

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Psychology Higher

The purpose of this document is to provide:

- ◆ details of the structure of the Question Paper in this Course
- ◆ details of the structure of the Research Investigation that contributes to this Course
- ◆ guidance to centres on how to use information gathered from the Question Paper and the Research Investigation in this Course to estimate candidate performance.

PART 1

This part of the Course Assessment Specification details the structure of the Question Paper in this Course.

The Question Paper

- ◆ consists of 3 sections - A, B and C
- ◆ has a mark allocation of 100 and a time allocation of 2 hours 30 minutes
- ◆ will assess approximately 60% knowledge and understanding and 40% analysis and evaluation
- ◆ will assess integration of knowledge and understanding and analysis and evaluation across the Units and topics within the Units.

Section A – Understanding the Individual -Total marks 40

- ◆ This section consists of 2 questions - 1 question each on two of the three mandatory Unit topics; each question is worth 20 marks.
- ◆ Question 1 in this section is a structured question on one of the mandatory Unit topics. This question is made up of 3-5 related parts, each part with a possible mark range of 1-10 marks.
- ◆ Question 2 within this section is an extended response (essay) question on one of the other mandatory Unit topics. The question may be sub-divided into two related parts.
- ◆ **There is no choice of questions in this section.**

Section B – Investigating Behaviour - Total marks 20

- ◆ A research scenario (100 – 200 words) is provided in this section.
- ◆ A structured question, worth 20 marks, will be based on the research scenario. This question will consist of a set of 5-8 related parts, each part with a possible mark range of 1-8 marks.
- ◆ Candidates are required to answer all parts of this question.
- ◆ The research scenario may be of an experimental *or* a non-experimental study. Candidates may be asked to suggest/evaluate a non-experimental *or* experimental alternative.
- ◆ Although no numerical calculations will be required in the exam, interpretation of given numerical or graphical data may be required.
- ◆ The scenario may be taken from any area of Psychology: candidates are expected to be able to apply their knowledge of research methods in unfamiliar contexts.

Section C – The Individual in the Social Context - Total marks 40

- ◆ This section is divided into 2 parts.
- ◆ Candidates answer two questions, one question from each part.
- ◆ All questions in one part are structured, while all questions in the other part are extended response. This arrangement will vary (though will not necessarily alternate) from year to year and will require candidates **always** to answer one structured question and one extended response question over the two parts in this section.
- ◆ Structured questions in this section will comprise of a set of 3-4 related parts, each part with a possible mark range of 1-10 marks.
- ◆ Extended response questions in this section may be sub-divided into two related parts.
- ◆ In part 1, there are four questions, one on each of the topics from the *Social Psychology* domain. Each question is worth 20 marks. All questions within this part can either be structured or extended response.
- ◆ In part 2, there are three questions, one on each of the topics from the *Individual Differences* domain. Each question is worth 20 marks. All questions within this part can either be extended response or structured.

PART 2

This part of the Course Assessment Specification details the structure of the Research Investigation.

- ◆ Candidates are required to plan, implement and report on a Research Investigation. The planning and implementation form part of the Unit assessment. The report on the Research Investigation is assessed externally.
- ◆ The report on the Research Investigation is submitted to SQA by the date specified in the *Operational Guide*.
- ◆ Although there is no single “correct” format for a research report, the following sequence of conventional sections and sub-sections is recommended:
 - a. Title
 - b. Abstract
 - c. Introduction
 - d. Method
 - (i) Design
 - (ii) Sample/Participants
 - (iii) Materials
 - (iv) Procedure
 - e. Results
 - f. Discussion
 - g. Conclusion
 - h. References
 - i. Appendices
- ◆ The length of the report should be 1500-2000 words.
- ◆ The report is marked out of 50 by SQA. The marks are allocated as shown in the table below:

<i>Abstract</i>	5
<i>Introduction</i>	10
<i>Method</i>	8
<i>Results</i>	8
<i>Discussion</i>	12
<i>References</i>	3
<i>Style and Presentation</i>	4
<i>Total</i>	50

- ◆ Although there is no mark allocation for *Title* and *Conclusion*, these should be included as good practice. The content of *Appendices* is assessed within the Method and Results mark allocation.

- ◆ SQA will set a list of studies on which the Research Investigation **must** be based. This list will cover the constraints/choice within the Course Arrangements and will be distributed to centres in the spring/summer of the year preceding the submission date. A detailed brief will be provided for each study.
- ◆ The study will be either experimental or non-experimental, however, the data collected must be suitable for predominantly quantitative analysis.
- ◆ Candidates may conduct their research individually or in a small group of up to four members. A whole class may use the same research design, but each individual or group should collect their own data from participants.
- ◆ Centres should follow ethical practice in the conduct of research as specified by the BPS *Code of Conduct*.

PART 3

This part of the Course Assessment Specification provides guidance on how to use information gathered from the Question Paper and the Research Investigation in this Course to estimate candidate performance.

The Course assessment comprises two components, a Question Paper and a Research Investigation. The mark for the Research Investigation is scaled by SQA to take account of the relative weightings of the two components.

Component	Mark Range	Weighting
Question Paper	0-100	80%
Research Investigation	$(0-50) \div 2 = 0-25$	20%
Total marks	0-125	100%

Course awards are based on the candidate's **total** marks – there is no requirement that they pass in both components.

In National Qualifications, cut-off scores are set at approximately 70% for grade A, 50% for grade C, with grade B falling midway. For the total mark range of 0-125, the following table gives an indication of cut-off scores for grades and bands:

Grade	Band	Mark range
A	1	106 – 125
A	2	87 – 105
B	3	81 – 86
B	4	75 – 80
C	5	69 – 74
C	6	62 – 68
D	7	56 – 61
No Award	8	50 – 55
No Award	9	0 – 49

These cut-off scores may be lowered slightly if the Question Paper component turns out to be more demanding, or raised if the Question Paper is less demanding than intended.

In estimating candidate grades:

- ◆ Centres should apply the assessment criteria with the range of marks available for **each** component.
- ◆ The **total** of the marks gained over the two components should then provide the estimate grade.

Worked example

- ◆ In a centre's own prelim, a candidate scores 62/100. In the Research Investigation report, the centre estimates a mark of 26/50. This gives a total mark of 75/125 (62 + 13).
- ◆ The centre's view is that their prelim is slightly less demanding than the SQA examination.
- ◆ Using the mark range, a realistic estimate may be **band 5** rather than band 4

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Time: 2 hours 30 mins

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Specimen Question Paper
for use in and after 2006

There are three Sections in this paper:

Section A – Understanding the Individual

Section B – Investigating Behaviour

Section C – The Individual in the Social Context

Sections A and C are each worth 40 marks.

Section B is worth 20 marks.

Candidates should answer **all** questions in Sections A and B and two questions from Section C.

Marks shown for each question are made up of knowledge and understanding (*ku*) and analysis and evaluation (*ae*). These marks are shown in the columns on the right of the page.

SECTION A

Marks
ku ae

UNDERSTANDING THE INDIVIDUAL

Answer ALL questions in this Section.

A1. Memory

- | | | |
|---|---|------|
| (a) Explain the three stages of the memory process. | 6 | 0 |
| (b) Describe one research study on memory, showing how it relates to STM and/or LTM. | 4 | 2 |
| (c) Evaluate the “working memory” model. | 2 | 6 |
| | | (20) |

A2. Early Socialisation

“An infant and young child should experience a warm, intimate and continuous relationship with his [her] mother (or permanent mother figure) in which both find satisfaction and enjoyment.”
Bowlby, 1951.

“Nearly seven in ten people saw parenting as something to be learnt, but nearly one in three parents would not know where to go for help.”
National Family and Parenting Institute, 2001.

Describe the **attachment** process in human babies and discuss how their caregiver’s parenting skills develop.

12 8
(20)
(40)

[END OF SECTION A]

SECTION B

Marks
ku ae

INVESTIGATING BEHAVIOUR

Answer ALL questions in this Section.

B1. Read the following research scenario, and answer the questions below.

Two psychologists wished to investigate how computer and video games might affect children's cognitive processes. From the registers of three high schools, they selected a random sample of children, and compared 25 boys who were regular video-game players with 25 boys who were non-players. On a number of trials, they recorded how many images the participants could see on the screen at any one time, and found that the regular players could detect more images at the same time.

- | | | |
|---|---|-------------|
| (a) Give a suitable experimental hypothesis for the study described above. | 2 | 0 |
| (b) In this study, describe the two conditions of the independent variable. | 2 | 0 |
| (c) Name the experimental design used in this study. | 1 | 0 |
| (d) State one possible extraneous or confounding variable in this study, and explain how it could be controlled. | 1 | 2 |
| (e) Describe how the researchers may have selected the random sample. | 2 | 0 |
| (f) Suggest two types of data analysis suitable for the data from this study. | 0 | 2 |
| (g) Describe one other research method that could be used to investigate the effects of video games on children's behaviour. | 2 | 0 |
| (h) Discuss the strengths and weaknesses of the experimental method. | 2 | 4 |
| | | (20) |

[END OF SECTION B]

SECTION C

Marks
ku ae

THE INDIVIDUAL IN THE SOCIAL CONTEXT

Answer ONE question from Social Psychology and ONE question from Psychology of Individual Differences.

Answer all parts of your chosen questions.

Social Psychology

Answer ONE question from C1, C2, C3 or C4

C1. Prejudice

- (a) What do psychologists mean by the terms prejudice, stereotyping and discrimination? 9 0
- (b) Describe and evaluate Social Identity Theory as an explanation of prejudice. 3 8
(20)

OR

C2. Anti-social behaviour

Discuss **one** theory of anti-social behaviour which may explain the claim that media violence makes children more aggressive. Refer to evidence from at least **two** research studies in your answer. 12 8
(20)

OR

C3. Conformity and obedience

- (a) Describe and evaluate research findings in **one** study of obedience in humans. 6 8
- (b) Describe **two** possible strategies for resisting social pressure/coercion. 6 0
(20)

OR

C4. Social relationships

Explain and evaluate **two** theories of relationship breakdown, and explain the possible effects of divorce on children. Your answer should describe the role of mitigating factors, which may provide protection from the negative effects of divorce. 12 8
(20)

SECTION C (continued)

Marks
ku ae

Psychology of Individual Differences

Answer **ONE** question from **C5, C6 or C7**

C5. Atypical behaviour - definitions and origins

18 year old David left home to start a university course in psychology. His behaviour over the past few months has gradually given his family and friends cause for concern. He has been unable to complete the first year's work. David's G.P. has requested an appointment for him at the local psychiatric hospital. The family history has revealed that David's grandfather was diagnosed with schizophrenia.

- | | | |
|--|---|-------------|
| (a) Define atypical behaviour. | 3 | 0 |
| (b) Outline the main symptoms of schizophrenia. | 5 | 0 |
| (c) How might the medical model explain the origins of schizophrenia? | 6 | 0 |
| (d) Evaluate the reliability and validity of ICD and DSM classification systems. | 0 | 6 |
| | | (20) |

OR

C6. Atypical behaviour – therapies

- | | | |
|---|---|-------------|
| (a) Describe how a psychologist using a cognitive approach might assist a client with depression. | 6 | 0 |
| (b) What further insights or treatments could a humanistic approach offer the client with depression? | 6 | 0 |
| (c) Evaluate both the cognitive and humanistic approaches in terms of their effectiveness in treating depression. | 0 | 8 |
| | | (20) |

SECTION C (continued)

Marks
ku ae

OR

C7. Intelligence

Traditional IQ tests measure only three “intelligences”. Howard Gardner suggests that human intelligence has many more aspects to it; he suggested we might have eight separate intelligences.

- | | | |
|---|---|-------------|
| (a) Explain what psychologists mean by the term intelligence. | 2 | 0 |
| (b) Describe Gardner’s Multiple Intelligences approach. | 5 | 0 |
| (c) Explain how psychologists have attempted to measure intelligence. | 5 | 0 |
| (d) Explain and evaluate the possible uses of IQ testing. | 2 | 6 |
| | | (20) |
| | | (40) |

[END OF SECTION C]

[END OF QUESTION PAPER]

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Specimen Marking Instructions
for use in and after 2006

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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 **60% & 40%** of the available marks, respectively.
5. Where a question requires the candidate to 'Evaluate' (research, theory, method, application etc), both strength(s) and weakness(es) 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 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 or application.
8. In questions on theories, concepts and applications, research evidence can be credited (this is indicated in the specific content requirements).
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.

Generic Marking Information for 20-mark questions.

This Marking Information applies specifically to Questions A2; C1; C2; C3; C4.

Marks (Band)	Generic Requirements
17-20 (A1)	<ul style="list-style-type: none"> • Accurate, relevant and detailed psychological knowledge is demonstrated; there is evidence of thorough understanding. • Response is coherent and logically structured; appropriate examples are provided and points expanded. • Integration of knowledge from other relevant areas is shown. • Analysis of concepts, processes, evidence etc is thorough, and evaluation is balanced and informed. • Information is communicated effectively using extensive and accurate psychological terminology and formal style, following the conventions of the discipline. • Sentence construction and punctuation are good.
14-16 (A2)	<ul style="list-style-type: none"> • Knowledge of the topic is accurate, relevant and detailed in the main; material shows clear understanding. • The information is presented in a coherent manner, with use of examples and some expansion of points. • Integration of points from other relevant areas is shown, though may be slightly limited. • The answer is evaluative/analytical, although the balance of evidence may show minor weaknesses. • Information is communicated effectively using accurate psychological terminology and appropriate style, following the conventions of the discipline. • Sentence construction and punctuation are generally good.
12-13 (B)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant; it may be slightly lacking in detail, but there is evidence of understanding. • Information is presented in a coherent manner, with use of some examples; expansion of points may be limited. • Integration of knowledge from other areas is shown, but is limited. • Attempts at evaluation/analysis are evident, although a balance of evidence is not always achieved. • Information is communicated effectively using appropriate terminology, and style mainly follows the conventions of the discipline. • Sentence construction and punctuation are reasonable, though a few errors may be evident.
10-11 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies or misunderstandings. • Information is presented in a reasonably coherent manner, though use of examples and expansion of points are limited. • Some weaknesses are evident in analysis/evaluation. • Information is communicated reasonably effectively, however terminology and/or style may lack clarity. • Sentence construction and punctuation are adequate, but a number of errors may be evident.
9 (D)	<ul style="list-style-type: none"> • Knowledge lacks detail and/or shows errors or omissions. • Information is lacking in coherence, limited or irrelevant examples may be provided and points are not expanded or may demonstrate severe limitations. • Major weaknesses may be evident in analysis/evaluation or none attempted. • Effectiveness of communication of psychological information is limited, terminology is lacking and/or style is inappropriate. • Sentence construction and punctuation are weak.
0-8 (NA)	<ul style="list-style-type: none"> • Little or no psychological knowledge is evident. • No analysis or evaluation is shown, and any evidence provided is irrelevant or anecdotal. • Communication of psychological information is ineffective. • Sentence construction and punctuation show major flaws.

Specific Marking Information Section A – Understanding the Individual

Question A1 Memory		Approx Marks weightings: 60% k & u - 40% a & e	
(a)	<p>Explain the three stages of the memory process.</p> <p><i>Encoding, storage and retrieval/recall named, and a brief explanation of each.</i></p>	6	0
(b)	<p>Describe one research study on memory, showing how it relates to STM and/or LTM.</p> <p><i>Any relevant research study may be used. Answer should include name(s) of researcher, brief description of method and procedure; findings should be explained in terms of their support/lack of support for the concepts of STM and/or LTM.</i></p>	4	2
(c)	<p>Evaluate the 'working memory' model.</p> <p><i>Brief outline of the model. Useful elaboration of STM processes; explanation of co-ordination of different types of tasks; strengths and weaknesses such as: beneficial practical applications; lack of detail on mechanisms of central executive. Alternatively, other theories can be used to evaluate.</i></p>	2	6
		12	8

Question A2 Early Socialisation		Approx Marks weightings: 60% k & u - 40% a & e	
<p>Describe the attachment process in human babies and discuss how their caregiver's parenting skills develop.</p> <p><i>Process of attachment – description of stages, mentioning ages. Stage 1 – asocial/pre-attachment Stage 2 – indiscriminate or attachment-in-the-making Stage 3 – specific attachments Stage 4 – multiple attachments phase</i></p> <p><i>Bowlby's/Ainsworth's work or theory – briefly mentioned in relation to process</i></p> <p><i>Analysis might include: Role of parents in encouraging bonds The effect of parenting styles/child-rearing practices on children "Good enough" parenting Discussion to include whether training in skills would change outcomes in the process Formal and informal ways of teaching parenting skills</i></p>		12	8

Specific Marking Information Section B – Investigating Behaviour

Question B1		Approx Marks weightings: 60% k & u - 40% a & e	
(a)	<p>Give a suitable experimental hypothesis for the study described above.</p> <p><i>Either a one-tailed or two-tailed hypothesis is acceptable. Regular players will detect more screen images at any one time in a video game, than non-players.</i></p> <p><i>OR</i></p> <p><i>There will be a difference between regular players and non-players in the number of screen images they detect at any one time in a video game.</i></p>	2	0
(b)	<p>In this study, describe the two conditions of the independent variable</p> <p><i>Regular players of video games, and non-players.</i></p>	2	0
(c)	<p>Name the experimental design used in this study.</p> <p><i>Independent measures / groups</i></p>	1	0
(d)	<p>State one possible extraneous or confounding variable in this study, and explain how it could be controlled.</p> <p><i>Several possible answers. 1 mark for stating the variable, 2 marks for how it could be controlled. Likely answers include: - Age of participants. Ensure the two groups have similar mean and range of ages. - Participants might exaggerate their experience of game-playing. Check (eg with parents) to ensure boys are correctly allocated to 'regular player' and 'non-player' groups. - Differences in eyesight. Ensure that all participants have normal eyesight, and that, if they normally wear spectacles, they wear them for the task. - Variation in equipment/software. Ensure all equipment/software settings are identical. - Regular players may be from more affluent families than non-players. Ensure similar mix of social backgrounds in the two groups.</i></p>	1	2
(e)	<p>Describe how the researchers may have selected the random sample.</p> <p><i>From the school registers, select classes in the required age range. OR Identify regular and non-players from the registers, and make two lists of these. AND Use random numbers, from computer, calculator or tables, to select 25 participants from each list.</i></p>	2	0
(f)	<p>Suggest two types of data analysis suitable for the data from this study.</p> <p><i>Two from: - Measure of central tendency: Mean or median scores of the two groups. - Measure of dispersion: Ranges of scores from the two groups - Barchart of mean scores - Frequency distribution graphs</i></p> <p><i>Other appropriate forms of analysis, though not required in Course content, may be credited, eg: - Standard deviations from the two groups. - t-test</i></p>	0	2

(g)	<p>Describe one other research method that could be used to investigate the effects of video games on children's behaviour.</p> <p>No marks for simply stating a method.</p> <ul style="list-style-type: none"> - Survey by interview, structured or semi-structured. Children/adults are asked a set of in-depth questions about their game-playing, and other leisure activities. Analysis would be mainly qualitative. - Survey by questionnaire. Children/adults are asked a set of mainly closed-ended questions about their game-playing, and other leisure activities. Analysis would be mainly quantitative. - Naturalistic observation. Children/adults are observed in their day-to-day interactions and other behaviour. Analysis could be quantitative or qualitative. Credit may be given where the candidate suggests a specific example of behaviour, eg imitation of games characters, aggression, etc. 	2	0
(h)	<p>Discuss the strengths and weaknesses of the experimental method.</p> <p>2 marks for descriptive content of answer, 4 marks for evaluative content. Two or more strengths and two or more weaknesses should be given for full marks.</p> <p>Experimental method involves changing one variable to test its effect on another variable, while keeping all other variables constant, or controlled. It tests the effect of an IV on a DV.</p> <p>Strengths:</p> <ul style="list-style-type: none"> - strong control of variables, especially in the lab - allows cause-and-effect conclusions - replicability - generalisability - good ecological validity of field and natural experiments. <p>Weaknesses:</p> <ul style="list-style-type: none"> - artificiality of lab experiment / poor ecological validity / low realism - often not possible, for ethical reasons 	2	4
		12	8

Specific Marking Information
Section C – The Individual in the Social Context
Social Psychology

Question C1 Prejudice		Approx Marks weightings: 60% k & u - 40% a & e	
(a)	<p>What do psychologists mean by the terms prejudice, stereotyping and discrimination?</p> <p><i>Prejudice – prejudgments, usually based on group membership or categorisation.</i> <i>Stereotyping – a fixed and usually simplistic generalisation about a particular group of people</i> <i>Discrimination – a set of behaviours directed towards a particular group, usually negative</i></p>	9	0
(b)	<p>Describe and evaluate Social Identity Theory as an explanation of prejudice.</p> <p><i>SIT – categorisation of ourselves and others based on group membership; in groups and out groups.</i> <i>Provides insight and understanding of prejudice in terms of positive self esteem and favouring the in group. However people are prejudiced in different ways and in different circumstances, socialisation process is underplayed.</i></p>	3	8
		12	8

Question C2 Anti-social behaviour		Approx Marks weightings: 60% k & u - 40% a & e	
<p>Discuss one theory of anti-social behaviour, which may explain the claim that media violence makes children more aggressive. Refer to research evidence from at least two research studies in your answer.</p> <p><i>Any theory of anti social behaviour may be discussed, e.g. Social Learning Theory or Bio-Social Theory.</i> <i>Two relevant pieces of research evidence should be provided to support the view that media violence makes children more aggressive, e.g. Bandura, Cumberbatch, Eron.</i> <i>The answer should provide a conclusion based on the evidence provided.</i></p>		12	8

Question C3 Conformity and obedience		Approx Marks weightings: 60% k & u - 40% a & e	
(a)	<p>Describe and evaluate research findings in one study of obedience in humans.</p> <p><i>Any relevant research may be used, e.g. Milgram's study of obedience. An overview of the research should be provided – and then the research evaluated in terms of methodology used, reliability, validity and ethical considerations.</i></p>	6	8
(b)	<p>Describe two possible strategies for resisting social pressure/coercion.</p> <p><i>Any two strategies may be used – e.g. questioning motives, taking responsibility for own actions, moral reasoning, education, etc</i></p>	6	0
		12	8

Specific Marking Information
Section C – The Individual in the Social Context
Social Psychology (contd)

Question C4 Social relationships	Approx Marks weightings: 60% k & u - 40% a & e	
<p>Explain and evaluate two theories of relationship breakdown, and explain the possible effects of divorce on children. Your answer should describe the role of mitigating factors, which may provide protection from the negative effects of divorce.</p> <p><i>Any two theories may be explained and evaluated, e.g. economic, sociobiological /evolutionary theories. Environmental, interpersonal and/or individual factors may be used to provide a full answer. Theories should be evaluated in terms of supporting evidence/validity, etc.</i></p> <p><i>A description of the mitigating factors which provide protection for children should be given, e.g. lack of conflict during break up, continued relationship with both parents.</i></p>	12	8

Specific Marking Information
Section C – The Individual in the Social Context
Psychology of Individual Differences

Question C5 Atypical behaviour – definitions and origins		Approx Marks weightings: 60% k & u - 40% a & e	
(a)	Define atypical behaviour. <i>Behaviour that departs from the norm or is harmful, or distressing to the individual or those around them.</i>	3	0
(b)	Outline the main symptoms of schizophrenia. <i>Severe disruption in psychological functioning, including, thought, perceptual, emotional, motor and disturbances in social functioning. Alternatively, positive/negative symptoms may be outlined.</i>	5	0
(c)	How might the medical model explain the origins of schizophrenia? <i>Biochemical explanations, genetic explanations, more recently, there is increasing medical evidence to suggest damage to specific areas of the brain.</i>	6	0
(d)	Evaluate the reliability and validity of ICD and DSM classification systems. <i>Diagnostic shorthand for health professionals. Provide an understanding of aetiology and plan for treatment. May be seen to depersonalise, lack reliability and give insufficient information to the practitioner. They may also be criticised for gender, ethnic and cultural bias. Open to interpretation.</i>	0	6
		14	6

Question C6 Atypical behaviour – therapies		Approx Marks weightings: 60% k & u - 40% a & e	
(a)	Describe how a psychologist using a cognitive approach might assist a client with depression. <i>By giving people insight into faulty thinking patterns, they may be able to change the way they think and eliminate their problems. An example may be provided, e.g. Ellis, Beck.</i>	6	0
(b)	What further insights or treatments could a humanistic approach offer the client with depression? <i>Might give the client the insight to view their situation with greater accuracy and acceptance. Fundamental belief is that clients can reach their full potential if they can understand themselves better. Clients are encouraged to take responsibility for their own progress.</i>	6	0
(c)	Evaluate both the cognitive and humanistic approaches in terms of their effectiveness in treating depression <i>Cognitive therapies have been shown to be useful in the treatment of depression, less so in other disorders. Humanistic approaches may be useful in some types of disorder, the role in treatment of depression is less well documented and there are few controlled studies. Supporters of humanistic therapies suggest it is an effective form of treatment. Psychological therapies in general remain difficult to evaluate.</i>	0	8
		12	8

Specific Marking Information
Section C – The Individual in the Social Context
Psychology of Individual Differences (contd)

	Question C7 Intelligence	Approx Marks weightings: 60% k & u - 40% a & e	
	Traditional I.Q. tests measure only three “intelligences”. Howard Gardner suggests that human intelligence has many more aspects to it; he suggested we might have eight separate intelligences.		
(a)	Explain what psychologists mean by the term intelligence. <i>No universal definition. Explanation should include the ability to acquire information, think and reason and effectively adapt to the environment.</i>	2	0
(b)	Describe Gardner’s Multiple Intelligences approach. <i>Value within Multiple Abilities, unrelated, eg. music, spatial awareness, linguistic, numerical inter-personal and intra-personal, kinaesthetic (nature – recent development).</i>	5	0
(c)	Explain how psychologists have attempted to measure intelligence. <i>Through the use of IQ testing. Traditional tests measure spatial, numerical and linguistic skills, e.g. Stanford–Binet test, Weschler. Contemporary tests have tried to widen skills testing, e.g. Culture-free and Multiple Dimensional testing.</i>	5	0
(d)	Explain and evaluate the possible uses of I.Q. testing. <i>e.g. Recruitment, education, military selection. Validity/reliability, fixed characteristics, meaningful only when used as a comparison. Objectivity; Culturally Biased.</i>	2	6
		14	6

[END OF SPECIMEN MARKING INSTRUCTIONS]