



PSYCHOLOGY
Intermediate 1

Second edition — published February 2010

Valid from August 2009



**NOTE OF CHANGES TO ARRANGEMENTS
SECOND EDITION PUBLISHED FEBRUARY 2010**

COURSE TITLE Psychology (Intermediate 1)

COURSE NUMBER: C263 10

National Course Specification: No changes

National Unit Specification: Addition of two words “**theory of** adaptation of Schema” to clarify 2nd bullet point of
F5B4 10 Topic: self-concept in the Statement of
Psychology: Understanding Standards Appendix
the Individual



National Course Specification

Psychology (Intermediate 1)

COURSE CODE C263 10

COURSE STRUCTURE

This Course has three mandatory Units:

F5B4 10	<i>Psychology: Understanding the Individual (Intermediate 1)</i>	1 credit (40 hours)
DF5L 10	<i>Psychology: Investigating Behaviour (Intermediate 1)</i>	1 credit (40 hours)
F5B5 10	<i>Psychology: The Individual in the Social Context (Intermediate 1)</i>	1 credit (40 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, it would be beneficial if candidates had attained the following, or equivalent:

- ◆ a Standard Grade in a social subject at Foundation level or relevant Units at Access 3
- ◆ **and** Standard Grade English at Foundation level or Communication at Access 3

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Intermediate 2 Psychology or other subjects at Intermediate 2 or Standard Grade
- ◆ training or employment

Administrative Information

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National Course Specification: (cont)

COURSE Psychology (Intermediate 1)

CREDIT VALUE

The Intermediate 1 Course in Psychology is allocated 24 SCQF credit points at SCQF level 4*.

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

This Course gives automatic certification of the following:

Complete Core Skills for the Course: Problem Solving Intermediate 1

Opportunities to develop aspects of Core Skills are highlighted in the support notes of each individual Unit Specification.

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

RATIONALE

Psychology has become a popular subject: school and college candidates, and the wider public, wish to further their understanding of human behaviour. The Intermediate 1 Psychology Course aims to meet this demand for an introduction to the subject.

A range of five key topics are studied from six core domains:

- ◆ Developmental Psychology
- ◆ Cognitive Psychology
- ◆ Physiological Psychology
- ◆ Social Psychology
- ◆ Psychology of Individual Differences
- ◆ Research Methods

Candidates will develop **knowledge and understanding** of these topics. One of the three Units combines the Domain of Research Methods with **practical research skills**, an essential feature of the discipline, thus basic research skills are developed in the context of an understanding of research methodology. Although each Unit may be taken on a freestanding basis, the Course promotes integration of knowledge across the Units, to provide a broad and coherent introduction to the discipline.

It is intended that candidates engage with the diverse nature of psychological processes, the varied range of explanations that may be applied to these, and the research evidence that underpins the theories. Candidates are encouraged to develop an understanding of the main elements of the discipline of Psychology. Although the structure of the Course, by necessity, divides content into ‘compartments’, certain common themes pervade topic areas, such as nature-nurture interaction, or cross-cultural comparisons. Candidates are encouraged to recognise these underlying themes.

It is intended that Intermediate 1 Psychology will address the needs of various candidate groups. It is anticipated that candidates will have little or no prior knowledge of the subject, therefore the Course serves as an introduction to the discipline of psychology, including basic research skills. The Course provides suitable preparation for the Intermediate 2 Course in Psychology or other subjects. The Intermediate 1 Course may offer preparation for employment or career advancement. Because Psychology Courses at Intermediate 1, Intermediate 2 and Higher share a common structure based on six core Domains, progression from Intermediate 1 to Intermediate 2, or Higher, is facilitated. Topics studied at Intermediate 1 are the same as those at Intermediate 2, though Outcomes and Performance Criteria differ. For all candidate groups, the Intermediate 1 Psychology Course is designed to stimulate curiosity and enjoyment, and to provide opportunities for self-development.

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

AIMS

The aims of Intermediate 1 Psychology are to:

- ◆ stimulate candidates' initial interest in psychology, by providing an overview of the discipline, and the opportunity to study a selection of specified topics
- ◆ develop a basic understanding of psychological theories, concepts, research studies, research methods and applications
- ◆ develop knowledge of psychology within its historical context
- ◆ promote an appreciation of the importance of scientific methods and research evidence, which form the basis of psychological knowledge and applications, and the importance of ethical considerations within the discipline

For all candidate groups, the Intermediate 1 Psychology Course is designed to stimulate curiosity, enjoyment and opportunities for self-development. The study of psychology has unique potential to promote the development of cognitive, emotional and social skills which will enhance study activity, self-awareness, and conceptual understanding of issues of personal relevance. These are transferable skills of value in both personal and professional contexts, and it is intended that the Intermediate 1 Course promotes these skills.

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

COURSE CONTENT

A summary of Course content is provided here, comprising a combination of the content of the three component Units. Six core Domains are addressed in the Intermediate 1 Psychology Course:

- ◆ Developmental Psychology
- ◆ Cognitive Psychology
- ◆ Physiological Psychology
- ◆ Social Psychology
- ◆ Psychology of Individual Differences
- ◆ Research Methods (along with practical research skills)

Psychology: Understanding the Individual (Intermediate 1)

Three of the six core Domains are addressed in this Unit; Developmental Psychology, Cognitive Psychology and Physiological Psychology. **Two** topic areas are studied; **self-concept** and **learning theories** and each topic will be studied in relation to the three domains. The nature/nurture debate should underpin the teaching of this Unit.

Candidates should be introduced to each of the three Domains before studying the specified topic. For full details of content, refer to the relevant Unit Specification.

Psychology: Investigating Behaviour (Intermediate 1)

One of the six core Domains, Research Methods, is addressed in this Unit, along with practical research skills. The nature of the research process is studied, several specific types of psychological research methodology and data analysis are considered, and ethical issues in research are examined. Psychological research skills are developed by means of planning and carrying out a classroom-based research task, and reporting on this in a research portfolio.

Domain: Research Methods:

- ◆ the nature of the research process
- ◆ experimental method
- ◆ non-experimental methods — survey, case study
- ◆ research issues common to all methods
- ◆ data presentation
- ◆ ethical issues in research

Research skills

Planning, implementing and reporting psychological research in a practical portfolio.

NB: *Templates for planning and reporting practical research are provided in the National Assessment Bank items (NABs).*

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

Psychology: The Individual in the Social Context (Intermediate 1)

Two of the six core Domains are addressed —Social Psychology and the Psychology of Individual Differences. The focus is on psychological processes in the context of social interaction.

Two topics are studied: **one** mandatory topic, **personality**, from the Psychology of Individual Differences, and **one** other topic from a choice of three from the domain Social Psychology. Candidates should be introduced to each Domain in turn, before studying the selected topic(s). For full details of content, refer to the relevant Unit Specifications.

Domain: Psychology of Individual Differences

Topic: personality

Domain: Social Psychology

Topics: group processes
non-verbal communication
altruism

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

ASSESSMENT

The Course is made up of three mandatory Units and one Course assessment. To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

Assessment objectives:

- 1 Knowledge and understanding.
- 2 Practical research skills.

These objectives will be assessed in both the internal assessment of the Units and in the external assessment of the Course, but the balance of skills will be slightly different in these two types of assessment.

1 Knowledge and understanding.

Candidates will develop knowledge of:

- ◆ psychological theories, concepts and research evidence
- ◆ psychological research methods, including ethical concerns in research
- ◆ applications of psychological theory and concepts in everyday situations

It is intended that candidates' psychological knowledge will have breadth, as Course content is drawn from the six core Domains of the discipline, as well as a degree of depth, as each selected topic is studied in some detail. Candidates will develop understanding, which can be defined as grasping the meaning of their knowledge.

2 Practical research skills.

Candidates will acquire practical research skills of carrying out a research task, including collecting or contributing to data, and reporting on research. They will develop the ability to systematically follow the stages of the research process, including use of standardised ethical procedures, participate in data collection, and complete a brief research report including presenting data and reaching conclusions.

Summary of Unit assessment

To demonstrate satisfactory attainment of all Outcomes, candidates must produce written or recorded oral responses to items that cover all Performance Criteria.

For the Unit *Psychology: Understanding the Individual (Intermediate 1)* evidence will typically be produced in response to specific questions in a question paper comprising a mixture of multiple choice, short answer and restricted response questions, and may be based on stimulus material. This will take the form of a closed-book, supervised test, with a time limit of 30 minutes.

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

For the Unit *Psychology: Investigating Behaviour (Intermediate 1)* evidence will typically be produced by means of two instruments of assessment: a supervised test for assessment of Outcome 1, and practical work in the form of a portfolio of a research task, under normal classroom conditions, for assessment of Outcome 2.

For the Unit *Psychology: The Individual in the Social Context (Intermediate 1)* evidence will typically be produced in response to specific questions in a question paper comprising a mixture of multiple choice, short-answer, structured and close questions, and may be based on stimulus material. Candidates will have studied two of the four topics, and the question paper will contain equally-weighted questions on each of these four topics. This will take the form of a closed-book, supervised test, with a time limit of 30 minutes.

Further details about the Unit assessment for this Course can be found in National Assessment Bank (NAB) materials and in the individual Unit Specifications.

Course assessment

The Course assessment at Intermediate 1 is a question paper. The question paper will last for 1 hour and 30 minutes, will be divided into three sections and will have a total mark of 80.

Further details of the Course assessment are given in the Course Assessment Specification.

Relationship between the Course and Unit assessment

In the Unit assessment, knowledge and understanding will be assessed by the tasks required of candidates, in familiar contexts which have been dealt with in the learning and teaching process.

In the Course assessment the demonstration of knowledge and understanding will be required in less familiar contexts.

Research methods are internally and externally assessed, but the practical application of research skills is assessed only internally by means of a practical research portfolio which addresses both the investigation process, of collecting data, and the product, in the form of a brief research report. More detail on this aspect of the Course is given in the Unit specification *Psychology: Investigating Behaviour (Intermediate 1)*.

The added value of the Course

Unit and Course assessments are intended to complement each other. The Unit assessment provides evidence of a specific level of achievement in separate sections of the Course. The Course assessment confirms this achievement, by sampling, but in addition provides evidence of a range of skills beyond those required for Unit success. In Intermediate 1 Psychology this *added value* consists of the following:

- ◆ retention and recall: the ability to respond to knowledge and understanding questions from across all the Units of the Course on a single occasion
- ◆ the ability to apply knowledge and understanding, in familiar and less familiar contexts, from across all the Units of the Course on a single occasion
- ◆ the ability to respond to a task which requires the candidate to integrate their knowledge, ie to draw on and apply knowledge and understanding from more than one Unit

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

Further details about assessment for this Course can be found in NAB materials, in the Course Assessment Specification and in the Specimen Question Paper.

GRADE DESCRIPTIONS AT A AND C

The candidate's grade will be based on the total score obtained from the Course assessment.

To achieve an award at Grade C:

The candidate will demonstrate knowledge and understanding by providing basic descriptions and explanations of psychological theories, concepts, research evidence, research methods and applications, though these may be somewhat limited in breadth or depth. Knowledge of research methods and data presentation will be applied adequately.

To achieve an award at Grade A:

The candidate will demonstrate knowledge and understanding by providing clear descriptions and explanations of psychological theories, concepts, research evidence, research methods and applications. Both breadth and depth of knowledge and understanding will be shown. Knowledge of research methods and data presentation will be applied appropriately.

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence of performance should be considered across the breadth of coverage of the content of the Course and must take account of performance in the whole Course. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

Although a prelim examination is not mandatory, it can give a good indication of how a candidate will perform with the addition of time pressure and the need to apply knowledge and skills in new contexts in the external examination. Any prelim should replicate the style, level of demand and mark allocation of the Specimen Question Paper. Questions from previous SQA question papers may be selected and adapted for use in a prelim exam, which may provide appropriate evidence. Where this is used, centres ought to ensure that the questions used do not all come from the same question paper and that minor adjustments are made to a number of the questions so that candidates will not have had a previous opportunity to see the questions.

Whatever approach is taken to the creation of prelim papers or other assessment items, centres must be certain that the material has not been seen previously by the candidates.

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

As candidates are required to have a sound knowledge of the chosen topics from the specified Domains in the question paper, the best evidence for appeals should demonstrate this knowledge. Centres should consider whether the evidence to be submitted meets the following criteria:

- ◆ there should be evidence of retained and integrated knowledge
- ◆ there should be evidence from at least five of the six psychological Domains
- ◆ there should be evidence from the selected topics within those Domains

Evidence which meets these criteria and demonstrates the retention of knowledge and skills over a period of time is likely to come from an integrated test or prelim.

The document *Estimates, Absentees and External Assessment Appeals* has undergone revision and has been posted on the SQA website. This document clarifies what evidence is required when submitting an appeal for question paper based Courses and states:

The evidence for the Question Paper could include:

- ◆ a prelim which covers all Units and replicates the standard, format, duration and security of SQA's question paper. This could support an Appeal for Grades A, B and C and would be the most convincing evidence for an appeal for Grade A.
- ◆ a prelim which covers all Units and is split into parts and the two parts have been separated by a period of time rather than being taken on one occasion. Centres should be aware that the level of demand is less than the Course assessment. The level of demand can be increased in a number of ways such as by raising the cut-off scores or by increasing the level of challenge of the prelim. This could support an Appeal for Grades A, B and C
- ◆ a prelim which covers a minimum of two Units of the Course plus supporting evidence, such as a high scoring NAB, for the third Unit would support an Appeal for a Grade C (and possibly Grade B), but not for a Grade A.

Evidence used to support appeals for the Course must show a sufficient breadth of coverage of content and must relate to the Course Grade Descriptions.

QUALITY ASSURANCE

All National Courses are subject to external marking and/or verification. Externals Markers, visiting Examiners and Verifiers are trained by SQA to apply national standards.

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained Marker in their own time, Markers meetings are held to ensure that a consistent standard is applied. The work of all Markers is subject to scrutiny by the Principal Assessor and the Examining Team.

To assist centres, Principal Assessor and Senior Verifier reports are published on SQA's website www.sqa.org.uk.

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

This section offers guidance and advice on delivery of the Course, rather than being mandatory.

Mode of delivery

The guidance provided below refers primarily to classroom delivery in centres, comprising weekly class contact hours. Other modes, including flexible and online delivery, may be effective, if learning activities are adapted, however, opportunities for group discussion with peers and the teacher/lecturer should be provided wherever possible, to facilitate learning. This is particularly important in the development and assessment of practical research skills.

Sequence and timing of delivery

(a) Tackling the Units in the following order provides a coherent approach to delivering the Course:

- | | | |
|---|---|-------------------------|
| 1 | <i>Psychology: Understanding the Individual</i> | <i>(Intermediate 1)</i> |
| 2 | <i>Psychology: Investigating Behaviour</i> | <i>(Intermediate 1)</i> |
| 3 | <i>Psychology: The Individual in the Social Context</i> | <i>(Intermediate 1)</i> |

The first Unit addresses two Domains, with topics and perspectives that provide an introduction to the discipline. It also contains topics that will be suitable as a basis for the practical research portfolio, which is tackled in the subsequent Unit.

(b) An alternative approach might be to deliver the Units in the reverse order to a). The social and individual differences topics in Unit *Psychology: The Individual in the Social Context* might be regarded as more immediately appealing to candidates, and this Unit would also offer suitable topics for the practical research portfolio.

Assuming the Course is delivered over one academic year, the number of weeks spent on each Unit should be roughly one third of the total weeks in the academic year, minus one or two weeks for revision and assessment. Delivery time for the Unit *Psychology: Investigating Behaviour* may vary more than the other Units according to candidate needs, as this Domain tends to show greater variation in candidate aptitude than other Domains. Available time should be divided roughly equally between research methods and research skills.

Whatever the model of delivery selected, at induction candidates should be provided with full information on the sequence and timing of Units, assessment objectives and Outcomes, content to be studied, nature and timing of assessments, recommended resources, etc.

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

An ethical approach to learning and teaching

Teachers/lecturers should be aware that some topics may be sensitive for individual candidates, based on stages of development or personal experiences, and discretion should be used. To this end, care should be taken in the delivery of material and sensitivity should be shown. Candidates should not be made to feel pressurised to disclose personal information, for example in discussions which may relate to health, relationships, emotions, and teachers/lecturers should be alert to any signs of discomfort or distress. The power relationship that, of necessity, prevails in the classroom, should be recognised and handled with care.

Such concerns are particularly relevant to delivery methods involving classroom research demonstrations, and teachers/lecturers should be familiar with two sources of ethical guidance: the BPS *Code of Conduct, Ethical Principles and Guidelines* (2000), at www.bps.org.uk; and the ATP *Guide to Ethics for Teachers and Students of Psychology at Pre-Degree Level* (2003), the latter being included in the SQA document *Research Investigation Guidance for Higher Psychology* (revised 2005).

Resources for learning and teaching

A wide range of good quality resources for studying psychology is readily available, including textbooks, candidate journals, videos, CD-ROMs, commercially-produced resource packs, websites and online materials. A number of published introductory text books are at a suitable level for this Course, and teachers/lecturers may wish to recommend one of these as a set text, or to obtain a set, either to issue to candidates or for use in class. However, it is unlikely that any single book will fully cover all content for the Unit or Course, and indeed candidates should be encouraged to read more widely, therefore teachers/lecturers should ensure that additional resources are available for candidates, eg a number of single copies of different texts, copies of handouts/worksheets from journals or resource packs (ie resources that are designated suitable for photocopying in the copyright information), centre-produced learning packs, teachers'/lecturers' own handouts.

As well as these resources for classroom/homework learning, teachers/lecturers may enhance the variety of their delivery by means of, for example, a visit to a science museum, a nursery/crèche/primary school, or to a university psychology department, attending a revision or coursework conference, use of invited speakers.

Teaching strategies

Variety is key to maintaining motivation and interest, and the subject matter of psychology readily lends itself to a variety of delivery methods, including candidate-centred problem-solving activities, pair and group discussion, analysis of research scenarios, analysis of real-life applications of theory, experimental demonstrations, questionnaire design, games and quizzes, IT/web-based activities (see below) etc, as well as formal presentations. Stimulus materials, visual aids and simple everyday objects may be used to good effect, as well as videos, audio tapes, etc.

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

Use of information and learning technology

Many learning activities may usefully exploit the extensive web resources that exist for psychology. Candidates may be set tasks such as researching a particular topic, reviewing and evaluating a number of sources and selecting the most relevant/useful material. Such activities may have many benefits, including increased motivation and development of: web research skills, evaluative skills, independent learning, specific areas of knowledge (especially where interactive sources are used), general IT skills; regular formative assessments by means of CAA (computer assisted assessment) software can be motivating, through facilitating self-monitoring of progress, and taking account of individual differences in pace of progress and learning style. Whether integrated into class time, or set as homework tasks, IT-based activities work best when structured and with clear learning objectives.

Encouraging independent and collaborative learning

We are all *life-long learners*. Whatever their future career path, candidates need to develop skills of independent learning, whether progressing to further or higher education, where they will be expected to adopt an independent learning approach very rapidly, or entering training or employment. Therefore, candidates on this Course should be gradually encouraged, as far as possible, to research topics themselves in the library, online, in newspapers, magazines and journals etc, and to generally show initiative, wherever appropriate. The benefits of collaborative learning, peer support and peer feedback can be substantial, therefore, group work, both in class and for homework tasks, is to be encouraged.

Learning, teaching and assessment

Teachers/lecturers strive to both promote good quality learning for their candidates *and* prepare them thoroughly for assessment, to maximise achievement. These aims are not incompatible. Whilst delivery of the Course should not be driven purely by assessment demands, delivery should nevertheless incorporate regular formative tasks and tests that reflect, to some extent, the demands of internal and external assessments. It is intended that the design of assessments is such that the experience of preparing for them does promote good quality learning.

Putting psychology to work in the classroom

Psychological principles underpin educational approaches to learning and teaching. Psychology teachers/lecturers are thus well-placed to encourage the development of effective study skills and learning strategies, revision and examination techniques, to help candidates maximise their achievement and wellbeing as learners. Candidates should be encouraged to apply a range of principles, for example:

- ◆ use of memory aids to learn material
- ◆ principles of self- and time-management to reduce anxiety (cognitive approach)
- ◆ self-reinforcement (behaviourist approach)
- ◆ peer-collaborative strategies (social approach) to increase motivation
- ◆ relaxation and physical exercise to reduce stress (biological approach)

National Course Specification: Course details (cont)

COURSE Psychology (Intermediate 1)

Candidates could be asked to reflect on their experiences, by keeping a learning log; metacognition/self-insight into their own learning might be developed. In planning activities, teachers/lecturers should bear in mind cognitive-developmental principles such as schemas, discovery learning, scaffolding, formal operational thinking, etc. Working in pairs may promote the co-action effect, as each candidate has the maximum opportunity (and indeed is obliged) to participate. Brief, informal presentations can exploit the motivational aspects of audience effects; activities that promote varied interpersonal contact within the class can facilitate peer feedback and support in learning.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

PSYCHOLOGY IN A BROADER CONTEXT

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, specialist knowledge and skills developed through the study of a particular subject contribute to the understanding of these themes.

The study of psychology, with its opportunities for both individual learning and for work in groups and development of research skills, equip candidates with skills which are clearly valuable in this broader context. Psychology allows candidates to develop a greater understanding of the society in which they live.



National Unit Specification: general information

UNIT Psychology: Understanding the Individual (Intermediate 1)

CODE F5B4 10

COURSE Psychology (Intermediate 1)

SUMMARY

This Unit will enable candidates to gain an understanding of a number of psychological processes, which individuals experience, by studying specified topics from the key Domains of Developmental Psychology, Cognitive Psychology and Physiological Psychology. Candidates have the opportunity to develop an understanding of the following key psychological processes: self-concept and learning theories. Different ways of explaining these behaviours are considered, as well as the ways in which psychological knowledge is used in practice, in everyday life.

For those new to the subject the Unit should stimulate interest and enjoyment, and may serve as an introduction to further study within the discipline.

As part of Intermediate 1 Psychology Course, the Unit provides suitable preparation for subsequent Units and for progression to Intermediate 2 Psychology. Whether as part of a Course or on a free-standing basis, the Unit may offer preparation for employment or career advancement; alternatively, it may be studied simply for interest. The topics for study are likely to be of relevance to candidates personally, socially and professionally.

OUTCOMES

1 Describe specified topics from developmental, cognitive and physiological psychology.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. There are no formal entry requirements, however, it would be beneficial if candidates had achieved the following, or equivalent:

- ◆ a Standard Grade Social Subject at Foundation level or relevant Access Units
- ◆ **and** Standard Grade English at Foundation level or Communication at Access 3

Administrative Information

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National Unit Specification: general information (cont)

UNIT Psychology: Understanding the Individual (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Opportunity to deliver aspects of Core Skills are highlighted in the support notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Psychology: Understanding the Individual (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Describe specified topics from developmental, cognitive and physiological psychology.

Performance Criteria

- (a) State key features of psychological theories, concepts and research evidence relevant to the specified topics.
- (b) Describe the application of psychological knowledge from the specified topics.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix to the statement of standards

Written an/or oral evidence is required to demonstrate the achievement of the Outcome and Performance Criteria for the Unit. The evidence must be produced under closed-book, supervised conditions within a time limit of **30 minutes**.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit. The use of a cut-off score may be appropriate for this assessment.

The instrument of assessment will provide opportunities for both Performance Criteria to be fulfilled, by means of sampling across the range of content of the Unit. The pattern of sampling of content will vary from one instrument to the next, and each instrument will sample from the two topics. Thus, sampling of content for assessment should be relatively unpredictable, and candidates must, therefore, learn all of the Unit content in order to be able to answer questions on any part of it.

Each assessment will allow candidates to generate evidence which covers:

- ◆ **one** topic which covers all three domains
- ◆ **one** application
- ◆ relevant research for each topic
- ◆ accurate use of psychological terminology

If a re-assessment is required, it should contain a different sample from the range of content.

The standard to be applied, breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Psychology: Understanding the Individual (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours. It is suggested that approximately 16 – 20 hours be allocated to each of the two topics.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Content and context for this Unit can be found in the appendix to the statement of standards.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

An ethical approach to learning and teaching

Teachers/lecturers should be aware that some topics may be sensitive for individual candidates, based on stages of development or personal experiences, and discretion should be used. To this end, care should be taken in the delivery of material and sensitivity should be shown. Candidates should not be made to feel pressurised to disclose personal information, for example in discussions which may relate to health, relationships and emotions, teachers/lecturers should be alert to any signs of discomfort or distress. The power relationship that, of necessity, prevails in the classroom, should be recognised and handled with care.

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Resources for learning and teaching

A wide range of good quality resources for studying psychology is readily available, including textbooks, candidate journals, videos, CD-ROMs, commercially-produced resource packs, websites and online materials. A number of published introductory textbooks are at a suitable level for this Unit and the Course, and teachers/lecturers may wish to recommend one of these as a set text, or to obtain a set, either to issue to candidates or for use in class. However, it is unlikely that any single book will fully cover all content for the Unit or Course, therefore, teachers/lecturers should ensure that additional resources are available for candidates, eg a number of single copies of different texts, copies of handouts/worksheets from journals or resource packs (ie resources that are designated suitable for photocopying in the copyright information), centre-produced learning packs, teachers'/lecturers' own handouts. Some materials for other Units/Courses may be adapted to support this Unit, at the teacher's/lecturer's discretion.

As well as these resources for classroom/homework learning, teachers/lecturers may enhance the variety of their delivery by means of, for example, a visit to a science museum, a nursery/crèche /primary school, or to a university psychology department, attending a revision or coursework conference, use of invited speakers.

National Unit Specification: support notes (cont)

UNIT Psychology: Understanding the Individual (Intermediate 1)

Delivery of the Unit

In this Unit two topics will be studied: self-concept and learning theories. As Intermediate 1 and 2 Units are sometimes delivered in bi-level classes, this guidance is identical to that provided for this Unit at Intermediate 2, however, teachers/lecturers should adjust learning activities to suit the needs of learners at both levels, where applicable.

To help candidates achieve the Unit Outcomes/Performance Criteria and the Course assessment objectives, where relevant, it is suggested that teachers/lecturers' delivery of content address the activities below, for each topic. The nature/nurture debate should underpin the teaching of this Unit.

- ◆ Introduction to the three Domains, **Developmental Psychology, Cognitive Psychology and Physiological Psychology** which are covered within each topic. For example briefly introduce key features of **Developmental Psychology**, as a starting point for studying **self-concept** eg, factors affecting the development of self-concept. **These introductions will not be assessed.**
- ◆ Start with **definitions** of key terms relevant to the topic, and use the terminology throughout the delivery of the topic, including ensuring that candidates adopt these terms in their own work.
- ◆ Explain relevant **theories/models/concepts**. These should normally be presented in chronological order, ie following historical development of evidence and theory, and for most topics should refer to both **classic** and **contemporary** literature. For example, in the **learning theories** topic, candidates should be familiar with classical and recent research and theory (as well as, of course, the key developments in between).
- ◆ For many topics, a variety of psychological explanations will be relevant. For example, in studying **learning theories**, candidates will encounter elements of behaviourist theory and these will crop up again under, say, self-concept and the influences of parents. The teacher/lecturer should identify the strengths and weaknesses of each explanation rather than presenting one single explanation as being correct in relation to each given topic.
- ◆ Refer to a number of relevant **research studies**; study **some** of these in more detail, such that candidates can describe aims, methods, and conclusions, and can evaluate the research.
 - to **describe**: Who did the research? When? What was done? Who were the participants? What were the results?
 - to **interpret**: What conclusions can be drawn?

Research studies can thus provide an ideal problem-solving activity: candidates are given a brief description of research (eg from a textbook, or learning pack), and, in groups, identify aims, methods, and conclusions, plus various other elements of the research. This can be done regularly, perhaps one or two examples for each topic, so that candidates develop a systematic approach to understanding the role of research in psychology. For candidates taking the Course, relevance to the *Psychology: Investigating Behaviour* Unit should be made clear. Topic areas vary in the amount of research that has actually been conducted, however, the teaching of each topic should be supported with reference to a number of research studies.

National Unit Specification: support notes (cont)

UNIT Psychology: Understanding the Individual (Intermediate 1)

- ◆ Conduct **classroom demonstrations**, wherever the subject matter lends itself to this. Such activities not only bring topics ‘alive’, but also support learning of research methods; they may also contribute to the teaching and learning of the Unit *Psychology: Investigating Behaviour (Intermediate 2)*. They also provide opportunities for the teacher/lecturer to model research procedures, including the consideration of ethical principles; for example, when introducing any classroom research demonstration, the teacher/lecturer (in the role of *researcher*) should obtain informed consent of candidates (in the role of *participants*); another illustration of ethical issues would occur with the use of a self-concept or self-esteem rating scale, which would need to be treated sensitively.
- ◆ Class and homework tasks may be set, to incorporate structured answers for each topic, reflecting the types of answers required in internal (Unit) and external (Course) assessments.
- ◆ Psychological principles could also be applied to assist candidates with **revision strategies and examination techniques**. For example, candidates may be encouraged to use memory aids to learn material for the Unit (and Course) assessment, and to apply principles of:
 - self- and time-management to reduce anxiety (cognitive approach)
 - self-reinforcement (behaviourist approach)
 - peer-collaborative strategies (social approach) to increase motivation for revision
 - relaxation and physical exercise to reduce stress (biological approach)

If this Unit is studied first as part of the Intermediate 1 Course, then, having learned such strategies in this Unit, candidates taking the Course will also enjoy the benefit of practising these strategies for every Unit assessment, thus establishing good study habits.

- ◆ Newspaper articles or website news articles on **topical issues** may be used to stimulate discussion. For example, items on parents’ influences on their children often appear in the media; such issues might be discussed in relation to the development of the self-concept. Such activities will need to be dealt with sensitively by teachers/lecturers.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Through Unit and Course assessments, candidates will be required to answer written and oral questions. This will give the opportunity to develop aspects of Written and Oral Communication.

National Unit Specification: support notes (cont)

UNIT Psychology: Understanding the Individual (Intermediate 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Instruments of assessment

Teachers/lecturers may devise their own assessment tasks and the National Assessment Bank will provide assessment instruments and guidance on implementation. The most appropriate means of obtaining evidence of attainment of the Outcome of this Unit will be a question paper comprising a mixture of multiple choice, restricted response and close questions, and may be based on stimulus material.

Timing

Where assessment evidence is gathered by means of a single assessment towards the end of the Unit, care should be taken to ensure that sufficient time is allowed for remediation and re-assessment if required.

Weighting of Outcomes

Candidates' performance in this Unit is assessed holistically, ie fulfilment of Unit requirements is assessed by means of a single percentage score for the Unit.

At Intermediate 2 level, skills of analysis and evaluation are required, whereas at Intermediate 1 level only knowledge and understanding are required. Knowledge and understanding can be applied to familiar contexts, which have been dealt with in the learning and teaching process. Instruments of assessment should, therefore, comprise questions/items that demand knowledge and understanding. In the Course assessment a greater depth of knowledge and understanding is required.

Added value

The Unit assessment provides evidence of the specific level of achievement demanded by the Unit. However, the Unit assessment may allow candidates to demonstrate *added value*, ie performance beyond the minimum standard required for achievement of the Unit. Therefore, evidence gathered for internal Unit assessment may, along with other evidence, be used for Course grade estimates and for appeals for external Course assessment. For details of the Grade Descriptions for external assessment, and further information on *added value*, please refer to the Intermediate 1 Psychology Course Arrangements documentation, including the Course Assessment Specification.

National Unit Specification: support notes (cont)

UNIT Psychology: Understanding the Individual (Intermediate 1)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: statement of standards (cont) — Appendix

UNIT Psychology: Understanding the Individual (Intermediate 1)

APPENDIX: Content and context

This appendix is within the statement of standards, and demonstrates the mandatory requirements of the Unit.

This Unit has the same content as *Psychology: Understanding the Individual (Intermediate 2)*; however, the Units are differentiated by Outcomes, Performance Criteria and Evidence Requirements. It follows that in a bi-level class, while candidates will cover the same content, Intermediate 1 candidates will not be expected to master it to the same depth of knowledge and understanding as Intermediate 2 candidates. Analytical and evaluative skills are **not** required at Intermediate 1 level.

Three of the six core Domains are covered within each topic: Developmental Psychology, Cognitive Psychology and Physiological Psychology; the focus is on understanding individual processes. **Two** topics are studied and each topic has several specified areas, at least one of which is an applied aspect of the topic. All areas of each topic include theory, concepts, and research evidence. The amount of content in each area of the topic will vary. The nature/nurture debate should underpin the teaching of this Unit.

Candidates should be briefly introduced to the three Domains; Developmental Psychology, Cognitive Psychology and Physiological Psychology. **These introductions will not feature in assessments.**

Domain: Developmental Psychology

Definition of development; types of psychological development (physical-motor, cognitive, emotional, social, etc); traditional emphasis on child development has given way to the contemporary lifespan approach.

Domain: Cognitive Psychology

Definition of cognition; the scope of cognitive psychology (ie attention, perception, memory, language, problem-solving, etc); its importance for learning processes, eg memory and problem-solving, the current information-processing approach. Both cognitive and behavioural aspects of learning are considered. Themes to be highlighted are: the contrast between the behaviourist emphasis on observable behaviour and cognitive emphasis on internal mental processes; ‘nature’ influences in cognitive-developmental approach, ‘nurture’ influences in cognitive and behaviourist approaches.

Domain: Physiological Psychology

There is no specific topic associated with this domain. However, an overview of the role of the brain and nervous system in influencing thoughts, feelings and behaviour, the influence of evolutionary and genetic factors on behaviour.

Examples of processes studied in physiological psychology, such as emotion, motivation, sleep and dreams, and some forms of atypical behaviour.

National Unit Specification: statement of standards (cont)

UNIT Psychology: Understanding the Individual (Intermediate 1)

Topic: self-concept

- ◆ The nature and components of the self-concept: self-image, self-esteem, ideal self, self-efficacy, social identification
- ◆ Development of the components of the self-concept: research studies of self-concept development in early childhood, self recognition, such as rouge test (Lewis and Brooks-Gunn), egocentrism, studies demonstrating decentring or theory of adaptation of schema (Piaget)
- ◆ Factors affecting development of the self-concept in adolescence: peers, media, parents (including Coopersmith and Erikson)

Topic: learning theories

- ◆ Classical and Operant conditioning: the work of Pavlov and Watson, classical conditioning process of learning by association, the work of Skinner, process of learning through consequences of actions, ie reinforcement or punishment, the effectiveness of reinforcement and punishment
- ◆ Social learning theory (SLT): the research studies of Bandura, processes of observational learning, imitation and identification, role of cognition in these processes, SLT as an explanation of aggression and gender roles
- ◆ Illustrations of reinforcement, punishment and SLT processes from everyday life



National Unit Specification: general information

UNIT Psychology: Investigating Behaviour (Intermediate 1)

CODE DF5L 10

COURSE Psychology (Intermediate 1)

SUMMARY

This Unit will enable candidates both to gain an understanding of a range of research methods used in the investigation of psychological processes, and to acquire basic practical psychological research skills. As well as studying experimental and non-experimental methods and data analysis techniques, candidates plan and carry out research tasks, collect data, and report their findings in a practical portfolio.

For those new to the subject the Unit should stimulate interest and enjoyment, and may serve as an introduction to the discipline of psychology, or as an introduction to research methods of the social sciences.

As part of Intermediate 1 Psychology, the Unit provides suitable preparation for progression to Intermediate 2 Psychology or further study in other subjects. Whether as part of a Course or on a free-standing basis, the Unit may offer preparation for employment or career advancement; alternatively, it may be studied simply for interest. As an understanding of research methodology is increasingly demanded in employment contexts, the knowledge and skills gained in this Unit are likely to be of relevance to candidates in their future careers.

OUTCOMES

- 1 Describe psychological research methods.
- 2 Demonstrate basic practical research skills.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Psychology: Investigating Behaviour (Intermediate 1)

RECOMMENDED ENTRY

Entry is at the discretion of the centre. There are no formal entry requirements; however, it would be beneficial if candidates had achieved the following, or equivalent:

- ◆ a Standard Grade Social Subject at Foundation level or relevant Access 3 Units
- ◆ **and** Standard Grade English at Foundation level or Communication at Access 3

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

This Unit gives automatic certification of the following:

Complete Core Skills for the Unit: Problem Solving Intermediate 1

National Unit Specification: statement of standards

UNIT Psychology: Investigating Behaviour (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Describe psychological research methods.

Performance Criteria

- (a) Identify the main features of the experimental method.
- (b) Identify the main features of a range of non-experimental methods of investigation.
- (c) Describe briefly techniques of data presentation.

OUTCOME 2

Demonstrate basic practical research skills.

Performance Criteria

- (a) Participate in research tasks, including collecting or contributing data, and following standardised and ethical procedures.
- (b) Complete a practical portfolio of research plans and reports, including aims, methods, presentation of data and conclusions.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix to the statement of standards.

To demonstrate satisfactory attainment of all Outcomes of the Unit, candidates must produce written or recorded oral responses to items that cover all Performance Criteria (PCs). These will typically be produced by means of two instruments of assessment: a supervised test for assessment of Outcome 1 and practical work in the form of a portfolio of research tasks for the assessment of Outcome 2.

The test for Outcome 1 will take place under closed-book, supervised conditions, with a time limit of 30 minutes, and will comprise responses to specific questions in a question paper containing a mixture of short-answer, structured and close items; questions may be based on stimulus material. This instrument of assessment will provide opportunities for Outcome 1 to be fulfilled, by means of sampling across the range of research methods content of the Unit. For example, if knowledge and understanding of the survey method are demonstrated (Performance Criterion 1b), it may be inferred that the candidate can demonstrate knowledge and understanding of other research methods also. The Performance Criteria are thus assessed holistically. The pattern of sampling of content will vary from one instrument of assessment to the next. Thus, sampling of content for assessment should be relatively unpredictable, and candidates must, therefore, learn all of the Unit content, in order to be able to answer questions on any part of it. Each item may correspond to a single Performance Criterion, or may fulfil both Performance Criteria.

National Unit Specification: statement of standards (cont)

UNIT Psychology: Investigating Behaviour (Intermediate 1)

The practical portfolio for Outcome 2 should comprise a research plan and report for **one** classroom-based research activity. This should comprise either an experimental task or a non-experimental survey task. In either case, the plan should be completed by the candidate before data are collected, showing the:

- ◆ research aim
- ◆ method
- ◆ variables to be studied
- ◆ sample
- ◆ description of materials and
- ◆ choice of data presentation techniques

Following data collection, a brief report should be completed, to include:

- ◆ procedure (including standard instructions)
- ◆ results (including raw data, data presentation and calculations)
- ◆ conclusion

A list of recommended tasks, and templates for the research plan and report are provided in the National Assessment Bank items (NABs).

If a re-assessment is required, it should contain a different sample from the range of content.

Achievement can be decided by the use of a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Psychology: Investigating Behaviour (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours. It is suggested that approximately 20 hours be allocated to each of the two parts of this Unit, ie Research Methods and Research Skills.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Content and context for this Unit can be found in the appendix to the statement of standards.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

An ethical approach to learning and teaching

Teachers/lecturers should be aware that some topics may be sensitive for individual candidates, based on stages of development or personal experiences, and discretion should be used. To this end, care should be taken in the delivery of material and sensitivity should be shown. Candidates should not be made to feel pressurised to disclose personal information, for example in discussions which may relate to health, relationships, emotions, and teachers/lecturers should be alert to any signs of discomfort or distress. The power relationship that, of necessity, prevails in the classroom, should be recognised and handled with care. Such concerns are particularly relevant to delivery methods involving classroom research demonstrations, and teachers/lecturers should be familiar with two sources of ethical guidance: the BPS *Code of Conduct, Ethical Principles and Guidelines* (2000), at www.bps.org.uk; and the ATP *Guide to Ethics for Teachers and Students of Psychology at Pre-Degree Level* (2003), the latter being included in the SQA document *Research Investigation Guidance for Higher Psychology* (revised 2005).

Resources for learning and teaching

A wide range of good quality resources for studying psychology are readily available, including textbooks, candidate journals, videos, CD-ROMs, commercially-produced resource packs, websites and online materials. A number of published introductory textbooks are at a suitable level for this Unit and Course, and teachers/lecturers may wish to recommend one of these as a set text, or to obtain a set, either to issue to candidates or for use in class. Introductory textbooks often contain chapter(s) on research methods, and, in addition, there are more specialised texts on methods and data analysis, sometimes including learning activities for candidates. Additional resources may aid understanding, particularly those providing candidate-centred learning activities, eg copies of handouts/worksheets from journals or resource packs (ie resources that are designated suitable for photocopying in the copyright information), centre-produced learning packs, teachers'/lecturers' own handouts, etc. Some materials for other Units/Courses may be adapted to support this Unit, at the teacher's/lecturer's discretion.

National Unit Specification: support notes (cont)

UNIT Psychology: Investigating Behaviour (Intermediate 1)

Delivery of the Unit

In this Unit research methods and research skills will be taught. To help candidates achieve the Unit Outcomes/Performance Criteria, and the Course assessment objectives where relevant, it is suggested that teachers'/lecturers' delivery of content address the activities below. As Intermediate 1 and 2 Units are sometimes delivered in bi-level classes, this guidance is identical to that provided for this Unit at Intermediate 2, however, teachers/lecturers should adjust learning activities to suit the needs of learners at both levels, where applicable. Wherever skills of analysis or evaluation are referred to below, teachers/lecturers should bear in mind that such skills are not demanded by Outcomes/Performance Criteria at Intermediate 1 level.

This section is divided into guidance on research methods, and guidance on practical research skills. As in other areas of the subject, there is no universally agreed method for delivery of research methods. Therefore, the guidance below is not intended to be prescriptive; rather, it offers suggestions for learning activities, which reflect the demands of Unit Outcomes/Performance Criteria and Evidence Requirements. The underlying rationale of the suggested approach is that principles of research methodology are more readily grasped if they are tackled in the context of actual research studies/scenarios.

Research methods

- ◆ Introduction to the **Domain** of research methods in psychology: the scientific nature of psychology, contrasted with common sense; importance of sound research methodology in producing evidence, upon which theory is constructed, and/or which form the basis of applications of the discipline in everyday life; the stages of the research process, from aims/hypotheses to conclusions. These introductions will **not** be assessed.
- ◆ Teachers/lecturers vary in their approach to delivering research methods, possibly more so than in other areas of psychology. For example, some start by emphasising the scientific nature of the discipline, and exemplify this by teaching the experimental method first, before moving on to non-experimental methods. Others feel that non-experimental approaches are somewhat easier for novices to grasp, so deliver these first, followed by the experimental method. Either way, experimental and non-experimental methods can be compared/contrasted in terms of, eg control, cause-and-effect, replicability, ecological validity, ethics.
- ◆ To teach a particular method, it is often useful to present simple examples for discussion, based on actual research. For example, for the experimental method, small groups of candidates can be set a research problem, such as how they would, scientifically, discover whether coffee keeps you awake, whether people are more likely to be aggressive after watching a violent film, whether talking on a mobile phone reduces ability to drive safely, whether brain damage affects memory, whether people under stress at work make more errors, etc. Often, after some discussion, supported by questions and prompts from the teacher/lecturer, key research principles will emerge (without the proper terminology) — IV and conditions, DV, controls, types of experiment (lab/field/natural), sampling, validity, ethics, etc.
- ◆ The same, or similar, examples can be used to introduce non-experimental methods, by asking candidates to discuss how these questions could be investigated by other means.

National Unit Specification: support notes (cont)

UNIT Psychology: Investigating Behaviour (Intermediate 1)

- ◆ Where candidates are taking the Unit as part of the Intermediate 1 Psychology Course, examples of research from the other two Psychology Units which are part of this Course, which are already familiar to candidates, will provide a rich source of material for discussion of methods. The basic underlying framework common to all research, ie aim/method/results/conclusions, will have been grasped already, and candidates will now be encouraged to further study the methodologies of particular studies.
- ◆ Once (some of) the main principles of research methods have been elicited, the details of each methodology can be presented more formally, with explanations illustrated by the examples used in discussion, and others. In this way research methods can be grasped in a meaningful context, rather than in the abstract. It should also be pointed out that, in real-life research, a multi-method approach is often the norm, largely because it is recognised that a single method rarely provides a full answer to a research question.
- ◆ Similar examples can also be used to discuss strengths and weaknesses of different types of experiment, eg pros and cons of a lab or field experiment to investigate effects of TV violence on aggression.
- ◆ Surveys: examples of real questionnaires (eg market research, Course evaluation) and interview schedules (from books or learning pack) can be provided for candidates to examine, identifying types of items, spotting weaknesses in wording, etc; simple design exercises on questionnaire items and interview schedules can be set.
- ◆ Case studies: these do not lend themselves quite so readily to the problem-solving tasks suggested for experiments and surveys, however, candidates could be presented with an outline of the background of a number of actual case studies (eg Genie, SB, Clive Wearing, etc), and asked to suggest methods of study. It may be appropriate, for the sake of completeness, to mention use of other methods, such as observation, psychometric testing, etc in such cases, though knowledge of these is not required for the Unit. Teachers/lecturers should use the term *case study* in a precise way, ie to denote the well-defined specific methodology of in-depth study of an individual or small number of individuals; the term should not be used to refer to any research example, in general, as this would confuse candidates. Where a piece of research, of whatever method, is studied in depth, or given as an illustrative example, teachers/lecturers should refer to this as a *study*, or *scenario*.
- ◆ Having learned the features of the different research methods, candidates can be presented with descriptions of actual research, eg *Major Studies*, or those they have encountered in a previous Unit (if taking the Course), and asked to identify all key details of the method and design. As well as promoting understanding of content, this kind of activity will provide practice for assessment items based on research scenarios.
- ◆ Data presentation: like research methods, data presentation knowledge and skills can be effectively delivered through extensive use of examples, to illustrate measures of central tendency and types of charts and graphs. Examples of graphical results of actual studies, or fictitious examples, from books and learning materials, can be used to give practice in interpreting data. Sets of fictitious data can be provided, and candidates asked to construct suitable graphs. Delivery of this part of the Unit should provide a strong basis for practical application of data presentation in the candidates' own practical portfolios.

National Unit Specification: support notes (cont)

UNIT Psychology: Investigating Behaviour (Intermediate 1)

- ◆ Ethical issues: once again, these may be introduced by means of discussion of illustrative research scenarios. Where candidates are studying for the Course, they are likely to already have some familiarity with ethical issues that have arisen in relation to research studies dealt with in the other Unit(s). Once these issues have been grasped in the concrete context of research examples, formal ethical principles can be presented.

Practical research skills

- ◆ Conduct **one** classroom research task. This should include either an experimental design or a survey. Using the frameworks provided, candidates should complete a plan and report for the research task, to make up a **practical portfolio**. If the Unit is taken as part of the Intermediate 1 Psychology Course, the focus of the research should be related to topics studied in the other Units, wherever possible.
- ◆ Timing: it is logical to conduct the tasks subsequent to the teaching of methods, so that recently-acquired knowledge can be applied; however, it may also be feasible to conduct the research task in parallel with the teaching of methods, eg if a group has two lessons per week, one lesson could cover methods, the other could address the research task, over several weeks.
- ◆ It is intended that the task be carried out in class time, using, as participants, either the candidates themselves, or other 16+ candidates or staff in the centre. The research task must be ethical in content, and follow ethical procedure: a brief including information about the task must be given, and consent obtained, right to withdraw, confidentiality/anonymity assured, full debrief, no deception, no discomfort/distress caused. Research with younger participants is strongly discouraged, due to stringent ethical constraints in researching under-16s.
- ◆ Depending on the delivery time available, and the nature of the candidates, the research task may be introduced initially in outline, and discussion prompted as to how the research might best be conducted. Thus candidates may be involved in basic aspects of the design process; this activity is suggested for reasons of promoting effective learning (as the Unit Outcomes/Performance Criteria do not demand design skills); it demands application of knowledge of research methods, from earlier in the Unit, and thus integrates the two sections. Alternatively, if the candidates in the class are the participants, the teacher/lecturer can ask them to carry out the task (eg a motivation questionnaire) without prior information about the methodology; discussion of methodology can then follow. If taking the Unit as part of the Course, teachers/lecturers may have already conducted research demonstrations in class as part of the learning and teaching process, thus candidates will be familiar with this format. Classroom research demonstrations provide opportunities for the teacher/lecturer to model research procedures, including the consideration of ethical principles; for example, when introducing any classroom research demonstration, the teacher/lecturer (in the role of *researcher*) should obtain informed consent of candidates (in the role of *participants*); certain tasks might involve ethical issues, and would need to be treated sensitively.

National Unit Specification: support notes (cont)

UNIT Psychology: Investigating Behaviour (Intermediate 1)

- ◆ Following the initial discussion, candidates discuss and complete their detailed research plan (including research aim and hypothesis, method, variables to be studied, sample, description of materials and choice of data presentation techniques); data are then collected, and collated; the research report is then discussed and completed, either in class or as a homework task, to include procedure (including standard instructions), results (including raw data, data presentation and calculations) and conclusion. Templates for the research plan and report are provided in the National Assessment Bank items (NABs).

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

On completion of this Unit, candidates will achieve a complete Core Skill of *Problem Solving* at Intermediate 1.

Through Unit and Course assessments, candidates will be required to answer written and oral questions. This will give the opportunity to develop aspects of Written and Oral Communication.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Instruments of assessment

Teachers/lecturers from devising their own assessment tasks, and the National Assessment Bank will provide assessment instruments and guidance on implementation. The most appropriate means of obtaining evidence of attainment of Outcome 1 of this Unit will be a question paper comprising a mixture of short-answer, structured and close items, where questions may be based on stimulus material; to be conducted under supervised test conditions. Outcome 2 will be assessed by means of **one** classroom research task which will be written up in accordance with the frameworks provided in a practical portfolio.

Timing

Where assessment evidence is gathered towards the end of the Unit, care should be taken to ensure that sufficient time is allowed for remediation and re-assessment if required.

Weighting of Outcomes

Candidates' performance in this Unit is assessed by means of two instruments of assessment.

In the question paper, candidates will be required to demonstrate knowledge and understanding in familiar contexts which have been dealt with in the learning and teaching process.

National Unit Specification: support notes (cont)

UNIT Psychology: Investigating Behaviour (Intermediate 1)

Added value

The Unit assessment provides evidence of the specific level of achievement demanded by the Unit. However, the Unit assessment may allow candidates to demonstrate *added value*, ie performance beyond the minimum standard required for achievement of the Unit. Therefore, evidence gathered for internal Unit assessment may, along with other evidence, be used for Course grade estimates and for appeals for external Course assessment. For details of the Grade Descriptions for external assessment, and further information on *added value*, please refer to the Intermediate 1 Psychology Course Arrangements documentation, including the Course Assessment Specification.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: statement of standards (cont) — Appendix

UNIT Psychology: Investigating Behaviour (Intermediate 1)

APPENDIX: Content and context

This appendix is within the statement of standards, and demonstrates the mandatory requirements of the Unit.

This Unit has the same content as *Psychology: Investigating Behaviour (Intermediate 2)*; however, the Units are differentiated by Outcomes, Performance Criteria and Evidence Requirements. It follows that in a bi-level class, while candidates will cover the same content, Intermediate 1 candidates will not be expected to master it to the same depth of knowledge and understanding as Intermediate 2 candidates. Analytical and evaluative skills are **not** required at Intermediate 1.

One of the six core Domains, Research Methods, is addressed in this Unit, along with practical research skills. The nature of the research process is studied, several specific types of psychological research methodology and data presentation are considered, and ethical issues in research are examined. Psychological research skills are developed by means of planning and carrying out one classroom-based research task, and reporting on it in a research portfolio.

Domain: Research Methods

Candidates should be introduced to the nature of the research process:

Hypothesis about human behaviour — design/conduct research and collect data — support/reject hypothesis.

Experimental method:

- ◆ types of experiment — laboratory, field, natural experiments
- ◆ hypothesis — prediction of the effect of one variable upon another
- ◆ independent variable and its conditions
- ◆ dependent variable
- ◆ control of variables
- ◆ cause-and-effect
- ◆ replicability

Non-experimental methods

Key features of:

- ◆ survey, including questionnaires and interviews
- ◆ case study

Research issues common to all methods:

Sampling: definition of sample as small number of participants selected from population; need for representativeness; process of random sampling; opportunity/convenience sampling; realism ecological validity.

National Unit Specification: statement of standards — Appendix (cont)

UNIT Psychology: Investigating Behaviour (Intermediate 1)

APPENDIX: Content and context (cont)

Presentation of quantitative data:

Descriptive statistics, numerical and graphical:

- ◆ measures of central tendency — mean, median, mode
- ◆ line graphs
- ◆ bar-charts
- ◆ percentages and pie-charts

Ethical issues in research:

Ethical principles in psychological research with humans, including participants used in candidates' research: informed consent, deception, welfare of participants, confidentiality.

Research skills

A practical research task should be carried out, based on psychological topics selected by the teacher/lecturer, from a list of recommended studies. Either the experimental method or a non-experimental method should be used. This Unit requires that candidates put into practice the following skills:

- ◆ plan the research: establish the aim, hypothesis and method to be used, variables to be studied, sample, description of materials and choice of data presentation techniques
- ◆ describe ethical aspects of the task:
collect/contribute data.
- ◆ report the research, including procedure (with standard instructions), materials, results (including raw data, data presentation and calculations) and conclusion
- ◆ compile a practical portfolio of plans and reports of the research tasks



National Unit Specification: general information

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

CODE F5B5 10

COURSE Psychology (Intermediate 1)

SUMMARY

This Unit will enable candidates to gain an understanding of two psychological processes which individuals experience, by studying selected topics from the key Domains of the Psychology of Individual Differences and Social Psychology. Candidates have the opportunity to develop an understanding of two selected topics from the following key psychological processes: personality; group processes; non-verbal communication; and altruism. Explanations of these behaviours are considered, as well as the ways in which psychological knowledge is used in practice in everyday life.

For those new to the subject the Unit should stimulate interest and enjoyment, and may serve as an introduction to further study within the discipline.

As part of Intermediate 1 Psychology Course, the Unit provides suitable preparation for subsequent Units and for progression to Intermediate 2 Psychology. Whether as part of a Course or on a free-standing basis, the Unit may offer preparation for employment or career advancement; alternatively, it may be studied simply for interest. The topics selected for study are likely to be of relevance to candidates personally, socially and professionally.

OUTCOMES

1 Describe selected topics from social psychology and the psychology of individual differences.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. There are no formal requirements, however, it would be beneficial if candidates had achieved the following, or equivalent:

- ◆ a Standard Grade Social Subject at Foundation level or relevant Access Units
- ◆ **and** Standard Grade English at Foundation level or Communication at Access 3

Administrative Information

Superclass: PK

Publication date: October 2008

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National Unit Specification: general information (cont)

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Describe selected topics from social psychology and the psychology of individual differences.

Performance Criteria

- (a) State key features of psychological theories, concepts and research evidence relevant to the selected topics.
- (b) Describe briefly the application of psychological knowledge from the selected topics.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content of this Unit can be found in the appendix to the statement of standards.

Written and/or oral evidence is required to demonstrate the achievement of the Outcome and Performance Criteria for the Unit. The evidence must be produced under closed-book, supervised conditions within a time limit of **30 minutes**.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit. The use of a cut-off score may be appropriate for this assessment.

The instrument of assessment will provide opportunities for both Performance Criteria to be fulfilled, by means of sampling across the range of content of the Unit. The pattern of sampling of content will vary from one instrument to the next, and each instrument will sample from the topic of personality in individual differences and from the three optional topics in social psychology. Thus, sampling of content for assessment should be relatively unpredictable, and candidates must, therefore, learn all of the Unit content in relation to the topics chosen in order to be able to answer questions on any part of it.

Each assessment will allow candidates to generate evidence which covers:

- ◆ **one** topic from either domain
- ◆ **one** application
- ◆ relevant research for each topic
- ◆ accurate use of psychological terminology

If a re-assessment is required, it should contain a different sample from the range of content.

The standard to be applied, breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours. It is suggested that approximately 10–12 hours be allocated to each of the two topics.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Content and context for this Unit can be found in the appendix to the statements of standards.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

An ethical approach to learning and teaching

Teachers/lecturers should be aware that some topics may be sensitive for individual candidates, based on stages of development or personal experiences, and discretion should be used. To this end, care should be taken in the delivery of material and sensitivity should be shown. Candidates should not be made to feel pressurised to disclose personal information, for example in discussions which may relate to health, relationships, emotions etc, teachers/lecturers should be alert to any signs of discomfort or distress. The power relationship that, of necessity, prevails in the classroom, should be recognised and handled with care.

Such concerns are particularly relevant to delivery methods involving classroom research demonstrations, and teachers/lecturers should be familiar with two sources of ethical guidance: the *BPS Code of Conduct, Ethical Principles and Guidelines* (2000), at www.bps.org.uk; and the *ATP Guide to Ethics for Teachers and Students of Psychology at Pre-Degree Level* (2003), the latter being included in the SQA document *Research Investigation Guidance for Higher Psychology* (revised 2005).

Resources for learning and teaching

A wide range of good quality resources for studying psychology is readily available, including textbooks, candidate journals, videos, CD-ROMs, commercially-produced resource packs, websites and online materials. A number of published introductory textbooks are at a suitable level for this Unit and Course, and teachers/lecturers may wish to recommend one of these as a set text, or to obtain a set, either to issue to candidates or for use in class. However, it is unlikely that any single book will fully cover all content for the Unit or Course, therefore, teachers/lecturers should ensure that additional resources are available for candidates, eg a number of single copies of different texts, copies of handouts/worksheets from journals or resource packs (ie resources that are designated suitable for photocopying in the copyright information), centre-produced learning packs, teachers'/lecturers' own handouts. Some materials for other Units/Courses may be adapted to support this Unit, at the teacher's/lecturer's discretion.

As well as these resources for classroom/homework learning, teachers/lecturers may enhance the variety of their delivery by means of, for example, a visit to a science museum, a nursery /crèche/primary school, or to a university psychology department, attending a revision or coursework conference, use of invited speakers.

National Unit Specification: support notes (cont)

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

Delivery of the Unit

In this Unit **two** topics will be taught. There is one mandatory topic, **personality**, from the Domain of Psychology of Individual differences, and teachers/lecturers will choose **one** topic from the following three, **group processes, non-verbal communication and altruism** from within the Domain of Social Psychology.

To help candidates achieve the Unit Outcomes/Performance Criteria, and the Course assessment objectives where relevant, it is suggested that teachers'/lecturers' delivery of content address the activities below, for every topic. As Intermediate 1 and 2 Units are sometimes delivered in bi-level classes, this guidance is identical to that provided for this Unit at Intermediate 1, however, teachers/lecturers should adjust learning activities to suit the needs of learners at both levels, where applicable.

- ◆ Introduction to the **Domain** within which the topic is located, for example briefly introduce key features of **social psychology**, as a starting point for studying **altruism**; the psychological processes of altruism, interaction and influence between individuals and groups. The impact of the social environment on individual experience and behaviour. Social psychology addresses issues of interpersonal and inter-group perception, interaction and influence. These introductions will **not** be assessed. The nature/nurture debate should underpin the teaching of this Unit.
- ◆ Start with **definitions** of key terms relevant to the topic, and use the terminology throughout the delivery of the topic, including ensuring that candidates adopt these terms in their own work.
- ◆ Explain relevant **theories/models/concepts**. These should normally be presented in chronological order, ie following historical development of evidence and theory, and for most topics should refer to both **classic** and **contemporary** literature. For example, in the **group processes** topic, candidates should be familiar with Tuckman's (1965) idea of stages of group development, through to recent research and theory as well as the key developments in between.
- ◆ For many topics, a variety of psychological explanations will be relevant. For example, in studying **non-verbal communication**, candidates will encounter explanations which take an innate or biological perspective as opposed to those who attribute non-verbal communication to socio-cultural factors. The teacher/lecturer should help candidates identify the strengths and weaknesses of each explanation rather than presenting one single explanation as being correct in relation to each given topic.

National Unit Specification: support notes (cont)

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

- ◆ Refer to a number of relevant **research studies**; study **some** of these in more detail, such that candidates can describe aims, methods, sample, procedure, results and conclusions, and can interpret and evaluate the research.
 - to **describe**: Who did the research? When? What was done? Who were the participants? What were the results?
 - to **interpret**: What do the results mean? ie in relation to existing theory(ies).
- ◆ Conduct **classroom experimental demonstrations**, wherever the subject matter lends itself to this: eg *group processes* can be demonstrated by giving groups specific tasks to complete, eg construct tower/bridge from materials provided. A participant observer can be used to record interpersonal interactions, roles and group development. Such activities not only bring topics ‘alive’, but also support learning of research methods; they may also contribute to the teaching and learning of the Unit *Psychology: Investigating Behaviour (Intermediate 1)*. They also provide opportunities for the teacher/lecturer to model research procedures, including the consideration of ethical principles; for example, when introducing any classroom research demonstration, the teacher/lecturer (in the role of *researcher*) should obtain informed consent of candidates (in the role of *participants*); another illustration of ethical issues would occur with the use of an attributional style rating scale, which, because of its role in mental health, would need to be treated sensitively.
- ◆ Newspaper articles or website news articles on **topical issues** may be used to stimulate discussion. For example, items on rescue operations (at sea, house fires, etc) often appear in the media; such issues might be discussed in relation to group processes and altruism. Such activities will need to be dealt with sensitively by teachers/lecturers.
- ◆ Class and homework tasks may be set, to incorporate structured answers for each topic, reflecting the types of answers required in internal and external assessments.
- ◆ Psychological principles should also be applied to assist candidates with revision strategies and examination techniques. For example, candidates may be encouraged to apply principles of:
 - self- and time-management to reduce anxiety (cognitive approach)
 - self-reinforcement (behaviourist approach)
 - peer-collaborative strategies (social approach) to increase motivation for revision
 - relaxation and physical exercise to reduce stress (biological approach)

If this Unit is studied first as part of the Intermediate 1 Course, then, having learned such strategies in this Unit, candidates taking the Course will also enjoy the benefit of practising these strategies for every Unit assessment, thus, establishing good study habits.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Through Unit and Course assessments candidates will be required to answer written and oral questions. This will give the opportunity to develop Written and Oral Communication.

National Unit Specification: support notes (cont)

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Instruments of assessment

Teachers/lecturers may devise their own assessment tasks and the National Assessment Bank will provide assessment instruments and guidance on implementation. The most appropriate means of obtaining evidence of attainment of the Outcome of this Unit will be a question paper comprising a mixture of multiple choice, restricted response, and close questions, and may be based on stimulus material.

Timing

Where assessment evidence is gathered by means of a single assessment towards the end of the Unit, care should be taken to ensure that sufficient time is allowed for remediation and re-assessment if required.

Weighting of Outcomes

Candidates' performance in this Unit is assessed holistically, ie fulfilment of Unit requirements is assessed by means of a single percentage score for the Unit.

Whereas at Intermediate 2 level Outcomes of analysis and evaluation are required, at Intermediate 1 level only knowledge and understanding are required. Knowledge and understanding can be applied to familiar contexts, which have been dealt with in the learning and teaching process. Instruments of assessment should, therefore, comprise questions/items that demand knowledge and understanding. In the Course assessment a greater depth of knowledge and understanding is required.

National Unit Specification: support notes (cont)

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

Added value

The Unit assessment provides evidence of the specific level of achievement demanded by the Unit. However, the Unit assessment may allow candidates to demonstrate *added value*, ie performance beyond the minimum standard required for achievement of the Unit. Therefore, evidence gathered for internal Unit assessment may, along with other evidence, be used for Course grade estimates and for appeals for external Course assessment. For details of the Grade Descriptions for external assessment, and further information on *added value*, please refer to the Intermediate 1 Psychology Course arrangements documentation, including the Course Assessment Specification.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: statement of standards (cont) — Appendix

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

APPENDIX: Content and context

This appendix is within the statement of standards, and demonstrates the mandatory requirements of the Unit.

This Unit has the same content as *Psychology: The Individual in the Social Context (Intermediate 2)*; however, the Units are differentiated by Outcomes, Performance Criteria and Evidence Requirements. It follows that in a bi-level class, while candidates will cover the same content, Intermediate 1 candidates will not be expected to master it to the same depth of knowledge and understanding as Intermediate 2 candidates. Analytical and evaluative skills are **not** required at Intermediate 1 level.

Two of the six core Domains are covered: Social Psychology and the Psychology of Individual Differences. The focus is on psychological processes in the context of social interaction. **Two** topics are studied: one mandatory topic from Individual Differences, and **one** other topic from Social Psychology. Each topic has several specified areas, at least one of which is an applied aspect of the topic. All areas of each topic include theory, concepts, and research evidence. The amount of content in each area of the topic will vary.

Domain: Individual Differences.

Candidates should be introduced to the Domain of individual differences: definitions and examples of individual differences; scope of the Domain; dominance of psychometric approach in the fields of Personality and intelligence, and its applications (eg in education and the workplace); the area of Psychology within which the study of atypical/abnormal behaviour and psychological disorder is located, and which, therefore, gives rise to wide application in therapy; influence of individual differences in virtually every other area of psychology, eg developmental, physiological, cognitive processes. **This introduction to the Domain will not feature in assessments.**

Topic: personality (mandatory topic)

- ◆ Historical theory of personality: Freud's psychoanalytical approach, development of personality structuring in terms of the id, ego, superego. Psychosexual stages of development should be explained; oral, anal, phallic, latent, genital. Emphasis should be placed on the link between **fixation** at any stage and personality development, eg oral fixation, anal retention, etc.
- ◆ Multitrait theories of personality; Eysenck, introversion-extraversion and neuroticism-stability, Costa and McCrae, the Big 5 (OCEAN) **O**penness, **C**onscientiousness, **E**xtraversion, **A**greeableness, **N**euroticism.
- ◆ Types and uses of personality tests: the importance of validity and reliability*.

**Full explanations of the different types of reliability and validity are not required. Rather, the focus should be on basic principles, ie the need for a test to be consistent in its results, and to measure what it is claimed to measure.*

National Unit Specification: statement of standards (cont) — Appendix

UNIT Psychology: The Individual in the Social Context (Intermediate 1)

APPENDIX: Content and context (cont)

Domain: Social Psychology (**one** topic to be studied from this Domain)

Candidates should be introduced to the Domain of **social psychology**. Social psychology deals with the impact of the social environment on individual experience and behaviour; social psychology addresses processes of interpersonal and intergroup perception, interaction and influence.

Many aspects of social psychology have immediate relevance to major societal issues and problems (eg racism, anti-social behaviour, relationship breakdown) and numerous applications in these areas, as well as extensive research and applications in organisational behaviour. **This introduction to the Domain will not feature in assessments.**

Topic: group processes

- ◆ Definition of groups; maintenance of group norms through conformity, factors affecting group cohesiveness, characteristics of formal and informal groups.
- ◆ Group developmental processes: Tuckman's five stages, ie forming, storming, norming, performing, and adjourning.
- ◆ Factors in group decision-making; evidence of group polarisation (Stoner, 1961) and groupthink (Janus, 1932).

Topic: non-verbal communication (NVC)

- ◆ Types of NVC; facial expressions, posture, gesture, paralanguage, proximity, etc; differences between verbal and non-verbal communication, functions of NVC, eg to aid speech, to replace speech (gestures), to signal attitudes (size of pupils), to signal emotional states (Hess).
- ◆ Nature and nurture factors in the origins and development of NVC; evidence of innate factors in universal facial expressions of emotion (Ekman)
- ◆ Awareness of cultural differences and gender differences in NVC.

Topic: altruism

- ◆ Definition of altruism; research studies into bystander behaviour in emergencies to include Latane & Darley's studies on Bystander Apathy, diffusion of responsibility and pluralistic ignorance, victim characteristics should refer to Piliavin's 'Good Samaritan' study.
- ◆ Theories of altruistic behaviour; biological approach with emphasis on kin selection, psychological theories, including cost-reward analysis and empathy-altruism
- ◆ Strategies for encouraging altruism, eg reinforcement and modelling.