

[C212/SQP237]

Psychology
Intermediate 2

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Psychology Intermediate 2

The purpose of this document is to provide:

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

PART 1

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

The Question Paper

- ◆ consists of 3 sections - A, B and C
- ◆ has a mark allocation of 100 and a time allocation of 2 hours
- ◆ will assess approximately 80% knowledge and understanding and 20% analysis and evaluation
- ◆ will assess integration of knowledge and understanding and analysis across the Units and topics within the Units.

Section A – Understanding the Individual -Total marks 40

- ◆ This section consists of three structured questions, one on each of the Unit topics. Candidates should answer **two** of the three questions. Each question is worth 20 marks
- ◆ Each question in this Section will consist of 3 – 6 restricted response items consisting of one item worth 8 marks; and the other items will have a mark range of 1 – 7 marks.
- ◆ Each question addresses selected aspect(s) of the relevant topic, rather than the whole topic. Questions address psychological theories, concepts, research evidence and applications relevant to the topic.

Section B – Investigating Behaviour - Total marks 20

- ◆ A research scenario (75 – 150 words) is provided in this section. This may be an experimental *or* a non-experimental study.
- ◆ A structured question, worth 20 marks, will be based on the research scenario. This question will consist of a set of 6-8 related parts, each part being restricted response items with a possible mark range of 1-6 marks.
- ◆ The scenario may be taken from any area of Psychology: candidates are expected to be able to apply their knowledge of research methods in unfamiliar contexts.
- ◆ Candidates are required to answer all parts of this question.
- ◆ Although no numerical calculations will be required in the exam, interpretation of given numerical or graphical data may be required.

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

- ◆ Candidates answer two questions, question C1 and one question from C2, C3, C4, C5.
- ◆ Each question is structured and is worth 20 marks. Questions may be stimulus based.
- ◆ Question C1 is a question on Personality (Individual Differences Domain) and is mandatory.
- ◆ Questions C2, C3, C4 and C5 relate to the topics from the Social Psychology domain. Candidates are required to answer only **one** question C2, C3, C4 or C5.
- ◆ Each question within this section will consist of a set of 3-7 restricted response items, each worth 1–10 marks. However, only one ten mark question will feature in this section, either in question C1 or in all 4 questions, C2, C3, C4 and C5. The maximum mark for other items within questions is 8 marks.
- ◆ Each question addresses selected aspect(s) of the relevant topic, rather than the whole topic. Questions address psychological theories, concepts, research evidence and applications relevant to the topic.

PART 2

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

The Course assessment comprises one component, a Question Paper.

In National Qualifications, cut-off scores are set at approximately 70% for grade A, 50% for grade C, with grade B falling midway. For the total mark range of 0-100, the following table gives an indication of cut-off scores for grades and bands:

Grade	Band	Mark range
A	1	85 – 100
A	2	70 – 84
B	3	65 – 69
B	4	60 – 64
C	5	55 – 59
C	6	50 – 54
D	7	45 – 49
No Award	8	40 – 44
No Award	9	0 – 39

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

Worked example

- ◆ In a centre's own prelim, a candidate scores 61/100.
- ◆ The centre's view is that their prelim is slightly less demanding than the SQA examination.
- ◆ Using the mark range, a realistic estimate may be **band 5** rather than band 4.

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Psychology
Intermediate 2
Specimen Question Paper
for use in and after 2006

Time: 2 hours

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There are **three** Sections in this paper.

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

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

SECTION A—UNDERSTANDING THE INDIVIDUAL

Marks
ku ae

Answer ALL questions in this Section.

A1. Development of the self-concept

- | | | |
|---|---|-------------|
| (a) Why is adolescence traditionally viewed as a time of “storm and stress”? | 3 | 0 |
| (b) Describe one research study that shows how the self-concept develops. | 4 | 0 |
| (c) Describe two negative influences that can affect the development of self esteem. | 4 | 0 |
| (d) Explain the relationship between the ideal self, actual self-image, and self-esteem. | 1 | 2 |
| (e) Discuss how self-concept develops during childhood, including evidence from research. | 4 | 2 |
| | | (20) |

A2. Motivation

“The study of motivation . . . is the study of the *why* of behaviour, which, in a sense, is what psychology is all about!”

Gross and McIlveen, 1998

- | | | |
|--|----|-------------|
| (a) Give one example of how the principles of motivation can be applied at work. | 2 | 0 |
| (b) Name a research study that relates to motivation. Explain one strength and one weakness of this study. | 1 | 4 |
| (c) Draw a diagram of Maslow’s hierarchy of needs. Include the names of at least three of the needs in your diagram. | 3 | 0 |
| (d) Describe one physiological and one non-physiological explanation of motivation. (Maslow’s theory should not be included.) | 10 | 0 |
| | | (20) |
| | | [40] |

[END OF SECTION A]

SECTION B—INVESTIGATING BEHAVIOUR

Answer ALL questions in this Section.

B1. With reference to the information given in the research scenario below, answer the questions that follow.

Research scenario

A researcher wished to investigate stress amongst students, and how stress affected their progress at college. She chose a random sample of 100 students from a college, and invited them to take part in an unstructured interview. She told them that the information they gave her would be treated confidentially, and if they felt uncomfortable they could withdraw from the interview at any time. 38 people gave their consent to take part, and the researcher fixed appointments to speak to each participant for an hour, individually, in their own homes. She also obtained the students' assessment marks from their teachers.

Results

To analyse the interview results, the researcher divided the students into those suffering high stress, and those suffering low stress. This graph shows the mean assessment marks achieved by the students.

The bar chart displays the mean assessment marks for two groups of students: 'High stress' and 'Low stress'. The vertical axis is labeled 'Mean assessment marks %' and ranges from 0 to 70 in increments of 10, with grid lines every 5 units. The 'High stress' bar reaches approximately 55%, and the 'Low stress' bar reaches approximately 65%.

Stress Level	Mean assessment marks %
High stress	55
Low stress	65

- (a) Describe the key features of the **interview** method of research. 4 0
- (b) How do you think the researcher chose the participants for her random sample, in this study? 2 0
- (c) Why is it important for a sample of research participants to be representative? 2 0
- (d) Suggest a hypothesis for this study. 2 0

B1. (continued)

(e) Describe two ways in which the researcher treated the participants ethically, in this study.	4	0
(f) Is this study ecologically valid? Explain your answer.	0	2
(g) How has the researcher calculated the students' mean assessment marks?	2	0
(h) Using the barchart in the research scenario above, what conclusion can be drawn from this study?	0	2
		(20)

[END OF SECTION B]

SECTION C—THE INDIVIDUAL IN THE SOCIAL CONTEXT

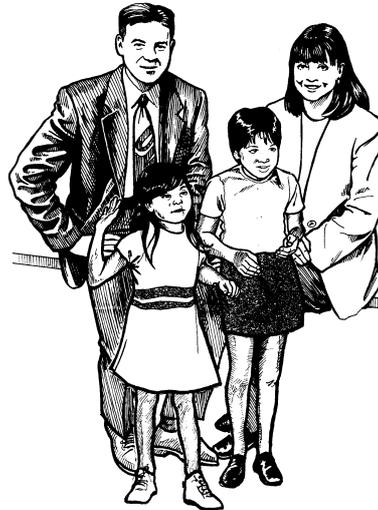
Answer **TWO** questions in this section.

Answer question C1, and **ONE** other question chosen from questions C2–C5.

Answer **ALL PARTS** of question C1.

C1. Personality

Caroline and Bob have two daughters, Mandy (8 years old) and Hannah (6 years old). Though close in age, the two girls are very different in personality. Relatives and friends think Mandy has a similar personality to her mother, whereas Hannah seems more like her father.



- | | | |
|---|---|-------------|
| (a) What is meant by personality? | 3 | 0 |
| (b) Give the full title of the EPI. | 1 | 0 |
| (c) Describe two of the dimensions that Eysenck suggested in his trait theory. | 4 | 0 |
| (d) According to psychoanalytic theory, the first personality structure to develop is the “id”. Name the other two structures. | 2 | 0 |
| (e) Discuss “nature” and “nurture” influences on personality. | 6 | 4 |
| | | (20) |

Answer ONE question from questions C2–C5.

Answer ALL PARTS of the question you choose.

OR

C2. Group processes

- | | | |
|---|---|------|
| (a) What is meant by a “group”? | 2 | 0 |
| (b) What are the differences between an informal group and a formal group? | 4 | 0 |
| (c) Briefly describe two of Tuckman’s stages of group development. | 2 | 0 |
| (d) Discuss one research study that relates to group processes. | 4 | 2 |
| (e) Describe two of Belbin’s team roles and explain how these can be applied to team formation in the workplace. | 4 | 2 |
| | | (20) |

OR

C3. Non-verbal communication (NVC)

- | | | |
|---|---|------|
| (a) Give one example of a non-verbal cue suggesting that someone is not interested in your conversation. | 1 | 0 |
| (b) Give four examples of facial expressions that are considered universal. | 4 | 0 |
| (c) Describe three types of non-verbal communication, other than facial expressions. | 6 | 0 |
| (d) Describe one research method suitable for studying NVC, and name a research example. | 4 | 0 |
| (e) Discuss how assertiveness training can be used in therapy, OR in the workplace. | 1 | 4 |
| | | (20) |

OR

C4. Pro-social behaviour

- | | | |
|---|---|------|
| (a) What is “altruism”? | 2 | 0 |
| (b) Describe two strategies that could be used to encourage children to be altruistic. | 4 | 0 |
| (c) Discuss cultural difference in altruism, including evidence from research. | 4 | 2 |
| (d) What is meant by “diffusion of responsibility” in an emergency situation? | 2 | 0 |
| (e) Describe and evaluate one research study into pro-social behaviour. | 4 | 2 |
| | | (20) |

OR

C5. Social perception

- | | | |
|---|---|---|
| (a) Discuss one research study that relates to social perception. | 4 | 2 |
| (b) What is meant by the term “stereotyping”? | 2 | 0 |
| (c) Describe the process of attribution. Refer to two main types of attributions, with examples. | 8 | 0 |
| (d) Analyse the role of attributional style in anxiety and/or depression. | 2 | 2 |

(20)

[40]

[END OF SECTION C]

[END OF SPECIMEN QUESTION PAPER]

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Psychology
Intermediate 2
Specimen Marking Instructions
for use in and after 2006

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APPROACH TO MARKING

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

Mark Band and approximate grade	Generic Requirements
17-20 (A1)	<ul style="list-style-type: none"> • Accurate, relevant psychological knowledge is demonstrated. • Response is well structured showing clear understanding; appropriate examples are provided • Integration of knowledge from other relevant areas is appropriate. • Analysis of psychological processes and behaviours is precise, and supported by research evidence • Evaluation of theories concepts and evidence is accurate. • Psychological ideas are expressed effectively using accurate terminology.
14-16 (A2)	<ul style="list-style-type: none"> • Knowledge of the topic is accurate and relevant in the main. • The response shows clear understanding and some appropriate examples are used. • Some integration of points from other relevant areas is shown, though may be slightly limited. • The answer is analytical, and draws on research evidence, but may show minor weaknesses or omissions. • Evaluation is shown but may be limited. • Expression of psychological ideas is effective with good use of psychological terminology.
12-13 (B)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but may be slightly lacking in detail. • Response shows good understanding although use of examples and research evidence may be limited. • Analysis and evaluation are evident, although limited. • Psychological ideas are expressed effectively in the main, with some use of psychological terminology.
10-11 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies. • There is reasonably clear understanding, although use of examples and research evidence is limited or absent. • Analysis/evaluation is lacking or is inaccurate. • Expression of psychological information is reasonably clear, although use of psychological terminology may be limited.
9 (D)	<ul style="list-style-type: none"> • Knowledge lacks detail and/or contains errors. • There is little evidence of understanding either because of inaccuracies or irrelevant use of examples. • Analysis/evaluation has not been attempted, and there is little or no use of research evidence. • Expression of psychological information is unclear, and terminology is lacking.
0-8 (NA)	<ul style="list-style-type: none"> • Little or no psychological knowledge or understanding is evident. • No analysis or evaluation is shown. • Psychological information is very poorly expressed, using little or no appropriate terminology.

Specific content requirements

Section A Question 1 Development of the self-concept

Question no.	Question and Specific content requirements	Approx Marks weightings: 80% k & u - 20% a & e
A1		
(a)	<p>Why is adolescence traditionally viewed as a time of “storm and stress” ?</p> <p><i>Extreme mood swings, unpredictable, difficult behaviour, rapid biological changes, confusion about self image, conflicting demands and expectations from others, increase in roles, identity formation, Erikson’s fifth stage.</i></p>	3
(b)	<p>Describe one research study that shows how the self-concept develops.</p> <p><i>Likely studies: Kuhn (1960) – roles; Lewis & Brooks-Gunn (1979); Lemyre & Smith (1985), various body-image studies, or other relevant studies.</i></p>	4
(c)	<p>Describe two negative influences that can affect the development of self-esteem.</p> <p><i>Lack of parental warmth/interest; lack of acceptance by group (ingroup); being bullied; low expectations by teachers, etc. Research evidence can be credited.</i></p>	2 2
(d)	<p>Explain the relationship between the ideal self, actual self-image and self-esteem.</p> <p><i>Ideal self.... Represents the kind of person we would like to be. Actual self-image... kind of person we think we are, eg. social role, personality characteristics, physical characteristics, social comparison. If self image and ideal self are similar, then we are likely to have high self esteem.</i></p>	1
(e)	<p>Discuss how self-concept develops during childhood, including evidence from research.</p> <p><i>Me/not me distinction in baby; maturational/in stages; use of language (I/me/mine, own name); self-recognition in rouge test and photos; egocentrism shown in three mountains etc; thinking self. If material from (b) is used again, it cannot gain credit here unless additional point(s) are made.</i></p>	4
in all questions alternative points may be credited as appropriate	16
		4

Section A Question 2 Motivation

Question A2	Question and Specific content requirements	Approx Marks weightings: 80% k & u - 20% a & e
(a)	<p>Give one example of how the principles of motivation can be applied at work.</p> <p><i>One from: Goal setting/targets, financial/social rewards & incentives; intrinsic and extrinsic reward; job design; work conditions</i></p>	2
(b)	<p>Name a research study that relates to motivation. Explain one strength and one weakness of this study.</p> <p><i>Likely studies chosen: Cannon & Washburn, (1912); Tinbergen (1951); Olds and Milner (1954); McLelland (1958); Weinberg et al (1979). ...or any other relevant study (not theory), plus one strength and one weakness</i></p>	1
(c)	<p>Draw a diagram of Maslow's hierarchy of needs. Include the names of at least three of the needs in your diagram.</p> <p><i>As per diagram including 3 of the 5 main needs in order from base upwards</i></p> <ol style="list-style-type: none"> 1. Food and drink (physiology) 2. Safety & security 3. Social and belonging 4. Esteem/status 5. Self actualisation <p><i>Some variation is permissible, as texts vary, eg 4th need might be given as cognitive / curiosity</i></p>	3
(d)	<p>Describe one physiological and one non-physiological explanation of motivation. (Maslow's theory should not be included)</p> <p><i>Physiological explanation, such as instinct theory or a homeostatic theory, eg drive reduction</i></p> <p><i>Non-physiological explanation, eg reinforcement, nAch, self-efficacy.</i></p> <p><i>Research evidence can be credited.</i></p> <p><i>If Maslow's theory is used as one of the explanations, no credit can be awarded for it.</i></p> <p>.....in all questions alternative points may be credited as appropriate</p>	5 5 16
		4

Section B Investigating Behaviour

Question no. B1	Question and Specific content requirements	Approx Marks weightings: 80% k & u - 20% a & e	
(a)	<p>Describe the key features of the interview method of research.</p> <ul style="list-style-type: none"> • Set of questions put to an individual • In person/by phone • Structured/unstructured • Mainly open-ended items • Measures feelings, attitudes, beliefs, etc <p>If points are given which are evaluative, they can still gain credit.</p>	4	0
(b)	<p>How do you think the researcher chose the participants for her random sample, in this study?</p> <p>Obtained registers/lists of all students in the college And Used random numbers from computer/calculator/random number table, to select 100 individuals. Answers suggesting 'drawing names from a hat', should not gain full credit.</p>	2	0
(c)	<p>Why is it important for a sample of research participants to be representative?</p> <p>So that results can be generalised from the sample to the target/parent population. Appropriate terminology to be used, for full credit.</p>	2	0
(d)	<p>Suggest a hypothesis for this study.</p> <p>Highly stressed students will achieve lower assessment marks/have poorer progress than students with low stress; Or There will be a difference in assessment marks/progress between students with high stress and those with low stress.</p> <p>Answer should indicate the two variables precisely. Answers giving hypotheses referring to a causal link (eg 'stress causes lower marks', or 'stress produces poorer progress' etc) can be credited, although strictly speaking causal hypotheses should be used only in experimental research.</p>	2	0

(e)	Describe two ways in which the researcher treated the participants ethically, in this study. <ul style="list-style-type: none"> • <i>Informed consent</i> • <i>Confidentiality</i> 	2 2	0 0
(f)	Is this study ecologically valid? Explain your answer. <i>Yes. Participants interviewed in their own home environment. Actual assessment marks recorded.</i>	0	2
(g)	How has the researcher calculated the students' mean assessment marks? <i>In each group, students' marks have been totalled and divided by the number of students.</i>	2	0
(h)	Using the bar chart in the research scenario above, what conclusion can be drawn from this study? <i>Students suffering high stress achieve lower marks than those suffering low stress. Answers suggesting a causal relationship may gain full credit, if otherwise correct.</i>	0	2
in all questions alternative points may be credited as appropriate	16	4

Section C Question 1 Personality

Question no.	Question and Specific content requirements	Approx Marks weightings: 80% k & u - 20% a & e
C1		
(a)	What is meant by personality? <i>Set of characteristics, unique to each individual, stable over time</i>	3 0
(b)	Give the full title of the EPI. <i>Eysenck Personality Inventory</i>	1 0
(c)	Describe two of the dimensions that Eysenck suggested in his trait theory. <i>Brief descriptions of two from: extraversion/introversion; stability/neuroticism; psychoticism</i>	2 0 2 0
(d)	According to psychoanalytic theory, the first personality structure to develop is the 'id'. Name the other two structures. <i>Ego and superego</i>	1 0 1 0
(e)	Discuss 'nature' and 'nurture' influences on personality. <i>Each aspect described: Nature – heredity, maturation, nervous system/brain arousal; reference to Freud's and Eysenck's theories Nurture – learning and experience, socialisation, situational factors Interaction of nature and nurture influences. Research evidence can be credited.</i>	6 4
in all questions alternative points may be credited as appropriate	16 4

Section C Question 2 Group processes

Question no.	Question and Specific content requirements	Approx Marks weightings: 80% k & u - 20% a & e	
(a)	<p>What is meant by a 'group'?</p> <p>Two from: <i>Two or more individuals, who interact, have common goal</i></p>	2	0
(b)	<p>What are the differences between an informal group and a formal group?</p> <p><i>Formal – allocated roles, usually work based, structured, task-oriented, Informal – spontaneous, based on friendships/interests in common; if in an organisation it may give social rewards and support and make hidden contribution to organisation's effectiveness</i></p>	4	0
(c)	<p>Briefly describe two of Tuckman's stages of development.</p> <p><i>Must describe two from Forming, Storming, Norming, Performing, Adjourning</i></p>	1 1	0 0
(d)	<p>Discuss one research study that relates to group processes.</p> <p><i>Any relevant research study may be used. Likely studies: Bales & Slater (1955), Feldman (1984), Stoner (1961), Asch (1955), Tuckman (1965), Belbin (1981), Janis (1972).</i></p>	4	2
(e)	<p>Describe two of Belbin's team roles and explain how these can be applied to team formation in the workplace.</p> <p><i>Any two, from coordinator, shaper, resource investigator, monitor evaluator, plant, team worker, completer finisher, implementer. Brief details of the two chosen (two marks for each), with some explanation of how these may complement each other to make an effective team in the workplace.</i></p>	4	2
in all questions alternative points may be credited as appropriate	16	4

Section C Question 4 Pro-social behaviour

Question no.	Question and Specific content requirements	Approx Marks weightings: 80% k & u - 20% a & e	
C4			
(a)	What is 'altruism'?		
(b)	<p><i>Voluntary helping behaviour where there is no gain, and potential cost, for the helper</i></p> <p>Describe two strategies that could be used to encourage children to be altruistic.</p> <p><i>Two from:</i> <i>Rewards for helping</i> <i>Helpful models, eg parents, teachers, pro-social children's TV programmes</i> <i>Attempts to change social norms</i> <i>Each strategy should include description of process, eg reinforcement, modelling. Research evidence can be credited.</i></p>	2	0
(c)	<p>Discuss cultural difference in altruism, including evidence from research.</p> <p><i>Different levels of altruism found in children of different cultures, reflecting cultural values, eg competition/co-operation, needs of individual v. needs of community, whether family responsibilities are given to young children, etc. Possible studies: Whiting and Whiting 1975 Eisenberg and Mussen 1989</i></p>	2	0
(d)	<p>What is meant by 'diffusion of responsibility' in an emergency situation?</p> <p><i>Reduced feeling of responsibility for helping, due to presence of other bystanders. Results in reduced likelihood of help being given.</i></p>	4	2
(e)	<p>Describe and evaluate one research study into pro-social behaviour.</p> <p><i>Likely examples:</i> <i>Darley and Latané 1968</i> <i>Piliavin, Rodin and Piliavin 1969</i></p>	2	0
in all questions alternative points may be credited as appropriate	16	4

Section C Question 5 Social perception

Question no.	Question and Specific content requirements	Approx Marks weightings: 80% k & u - 20% a & e	
C5			
(a)	Discuss one research study that relates to social perception. <i>Likely studies: Luchins (1957), Asch (1946), Duncan (1976), Katz & Braly (1933), LaPière (1934).</i> (See “Approach to Marking” for required details)	4	2
(b)	What is meant by the term “stereotyping”? <i>Categorising according to some feature; expecting characteristics/ behaviour related to category; failure to perceive individual characteristics; often based on gender/ethnicity/disability.</i>	2	0
(c)	Describe the process of attribution. Refer to two main types of attributions, with examples. <i>Process of explaining to oneself a cause of one’s own or others’ behaviour; dispositional/personal/internal attribution and situational/environmental/external attribution explained, and appropriate examples given. Descriptions of error or bias in attribution may be credited if accurate. Research evidence can be credited.</i>	8	0
(d)	Analyse the role of attributional style in anxiety and/or depression. <i>People suffering depression tend to attribute their problems internally, ie the individual sees the cause of their problems within the self rather than due to environmental/external factors; problems are seen as permanent/stable, rather than temporary; and affecting everything they do, rather than just one aspect of life. ‘Self-serving bias’ in attribution is reversed, ie success seen as due to external factors, failure due to internal factors. Anxiety disorders may arise from individual’s irrational, negative self-beliefs, eg that they must be totally competent and loved by all. Research evidence and real-life examples can be credited.</i>	2	2
in all questions alternative points may be credited as appropriate	16	4

[END OF SPECIMEN MARKING INSTRUCTIONS]